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ABSTRACT

During a one-year period from February 1985 to February 1986, a task force explored the possibility of a Weekend College for Otterbein College, a small liberal arts institution located in Westerville, Ohio. This report provides information on the myriad of considerations for developing a Weekend College program (e.g., staffing, budgeting, facilities, advertising, marketing, curriculum, and program evaluation). Following the description of the development of the Weekend College, the report contains detailed appendixes (which make up the bulk of the document) on Weekend College programs at other Ohio Colleges (Hiram College, Baldwin-Wallace College, Findlay College, College of Mount Saint Joseph, Heidelberg College, and Ohio Dominican College). Information is included on majors, enrollments, schedules, advertising, student population, and staffing of these college programs. The final appendix provides a report on the first year (1986) of operation of the Weekend College program at Otterbein. (KC)

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THE DEVELOPMENT OF A WEEKEND COLLEGE PROGRAM

Gregory A. Longacre
Director of Continuing Education
Otterbein College
Westerville, Ohio

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THE DEVELOPMENT OF A WEEKEND COLLEGE PROGRAM

During a one year period from February 1985 to February 1986, a Weekend College Task Force, chaired by the writer, explored the possibility of a Weekend College for Otterbein College, a small liberal arts college located in Westerville, Ohio. This piece of literature provides information on the myriad of things that need to be considered in developing a Weekend College program or, for that matter, any new Continuing Education program (e.g., staffing, budgeting, facilities, advertising, marketing, curriculum, and program evaluation).

The writer wants to acknowledge the work of Mary Cay Wells, Ph.D., who served as the Recorder for the task force. Her work is provided in Appendix Q, and it chronicles the process used by the task force in exploring the possibility of a Weekend College program.

The College Senate and the Otterbein College Board of Trustees approved the offering of a Weekend College program and the new delivery system was provided for the first time in Fall 1986. A report on the first year of the program is provided in Appendix R.

TABLE OF CONTENTS

Brief History and Definition 1
Overview of Process Used 2
Calendar and Class Schedules 3
The Adult Student 5
Developing a Market Segment. 6
Degrees Available. 8
Administrative Staffing. 9
Office Hours and Support Services. 10
Facilities 12
Geographic Area of Student Population. 12
Advertising. 12
Enrollment in ADP program. 13
Visits to Ohio Weekend Colleges. 15
First-Year Budget. 16
Faculty Issues 17
Curriculum Considerations. 21
Program Evaluation 21
TASK FORCE RECOMMENDATION AND FACULTY FORUM ISSUES 22

APPENDIXES

A. Initial Interviews with Ohio Weekend Colleges
B. Visits to Ohio Weekend Colleges
C. Calendars and Schedules from Ohio Weekend Colleges
D. Possible Weekend College Schedule, 1986-87
E. Enrollment Figures from Ohio Weekend Colleges
F. Majors Available through Ohio Weekend Colleges
G. Administrative and Secretarial Staffing
H. Office Hours at Ohio Weekend Colleges
I. Weekend Hours for Other Offices and Services
J. Geographic Distribution of Student Population
K. Overnight Accommodations at Weekend Colleges
L. Advertising Budgets at Weekend Colleges
M. Projected Promotions Budget
N. Otterbein Enrollment: 1975-Present
O. Projected Traditional-Age Enrollment: 1984-1995
P. Reports of Visits to Ohio Weekend Colleges
Q. Minutes from the Meetings of the Weekend College Task Force
R. Report on the First Year of Weekend College

REPORT ON WEEKEND COLLEGE

by the
Weekend College Task Force

Brief History and Definition

The Weekend College idea began in 1944 when the W. K. Kellogg Foundation began working with Michigan State University to develop special facilities for an adult Rural Life Institute (Cross, 1976, p. 9). Until 1965, Weekend College consisted basically of residential on-campus, short courses that were primarily non-credit. In 1965 Miami-Dade Junior College was the first college to offer complete degrees through Weekend College.

In this report Weekend College will be defined as any college program that offers courses for credit leading to a degree(s) exclusively on weekends. The weekend period includes Friday evening, and all day Saturday and Sunday.

There are three basic types of Weekend Colleges. The first type requires students to attend every weekend during the term for the same number of contact hours as the particular course would require for a day class during the regular week. The second type of Weekend College requires students to attend every other weekend but still to get the same number of contact hours as a "regular" class. Most of the Weekend Colleges that are in existence today use the third type of delivery system in which students attend every second or sometimes third weekend for approximately half the contact hours of a regular class.

In the early 1970's Mundelein College, a Roman Catholic liberal arts college located in Chicago, Illinois, pioneered the concept that "participants in the Weekend College enroll for a thirteen-week term with sessions during five weekends" and "earn credit toward B. A. degrees in four areas" (Cross, 1976, p. 208).
Two of the Weekend Colleges discussed in this report, Mount Saint Joseph and Hiram, were developed in close consultation with Mundelein College.

The majority of colleges that provide Weekend College are small private liberal arts schools like Otterbein.

The Use of the Term "Adult"

Throughout this report "adult student" refers to the non-traditional age adult student rather than to the traditional age adult student.

Overview of Process Used to Explore Weekend College

Provided below is a listing of the steps involved in looking at the possibility of Weekend College for Otterbein College.

1. President DeVore asked the Director of Continuing Education, Greg Longacre, to visit several Weekend College programs in Ohio. A report on these visits was submitted to President DeVore in mid-March 1985 with a recommendation that the College further explore this possibility. General information on the visits is provided in Appendix A.
2. President DeVore asked that a Weekend College Task Force be formed and the group began meeting at the beginning of May. Members of the task force are listed below.

   Mr. Greg Longacre, Chairperson
   Dr. Mary Cay Wells, Secretary
   Dr. Jim Bailey
   Prof. Becky Dixon
   Prof. Jerry Hoffman
   Mrs. Pat Kessler
   Dr. Bob Place
   Dr. Roy Reeves
   Dr. Sylvia Vance

3. The task force met eight (8) times during the period from May - October 1985. Copies of all of the minutes are provided in Appendix Q.
4. All members of the Otterbein College community were invited to join members of the task force in visiting a Weekend College program in Ohio. Information is provided in Appendix B on the colleges visited, dates, and participants. A summary report on these visits is provided in Appendix P.

5. Open forums will be scheduled in December and January to allow all members of the Otterbein community to discuss Weekend College. A draft of the task force's final report will be available for review and input.
6. In December or January the task force will submit a final report to President DeVore.

Calendar and Class Schedules

The Weekend College Task Force decided to consider a basic Weekend College delivery system in which students attend every other weekend during the quarter for a total of six (6) weekends. This would allow for twenty-four scheduled classroom hours for a five quarter hour class, approximately half the contact hours of a "regular" class. The decision to look at this delivery system was based primarily on the belief that most adults have the ability to assume more responsibility for their own learning.

The calendars and class schedules for the five Weekend College programs that were initially reviewed are provided in Appendix C. Two of the colleges (Hiram and Baldwin-Wallace) operate on the quarter system, and the other three are on semesters. It is noteworthy that two of the semester systems (Mt. St. Joseph and Findlay) operate on a time period similar to a quarter system with four different terms. The individuals interviewed at these two schools indicate that the adults prefer the shorter terms with more entry points. Both of these schools operate their evening program on the same calendar as the rest of the college but provide different calendars for the Weekend College. Ohio Dominican is the only college of the three semester systems that offers Weekend College on the same calendar as the rest of the college with only two semesters during the regular school year. If we decide to offer a Weekend College and if it is true that adult students prefer the shorter terms with more entry points, the quarter system would provide not only a different system but also possibly a competitive advantage.

As Appendix C indicates, four of the colleges offer their Weekend College classes on an every other weekend basis. Mount St. Joseph offers their program on five weekends during a thirteen week term. Weekend College classroom hours at all five colleges are approximately half the total of a "regular" class. As the Hiram College Bulletin indicates, "this format is possible because adult learners are highly motivated and capable of assuming a significant amount of independent study." An example of a possible calendar with class times is provided below.

Academic Calendar

1986 Autumn Quarter: September 12 - November 22, 1986

Weekend College weekends = September 12 - 13; September 26 - 27; October 10 - 11; October 24 - 25; November 7 - 8; November 21 - 22.

1987 Winter Quarter: January 9 - March 21, 1987

Weekend College weekends = January 9 - 10; January 23 - 24; February 6 - 7; February 20 - 21; March 6 - 7; March 20 - 21.

1987 Spring Quarter: March 27 - June 6, 1987

Weekend College weekends = March 27 - 28; April 10 - 11; April 24 - 25; May 8 - 9; May 22 - 23; June 5 - 6.

Class Times

Weekend College classes would meet on Friday evening and Saturday on an every other weekend basis for a total of twenty-four classroom hours for a five quarter hour course. Classes would meet during the following times:

Period 1: Friday, 6:15 - 8:15 P.M.
and
Period 4: Saturday, 10:40 A.M. - 12:40 P.M.

Period 2: Friday, 8:25 - 10:25 P.M.
and
Period 5: Saturday, 1:30 - 3:30 P.M.

Period 3: Saturday, 8:30 - 10:30 A.M.
and
Period 6: Saturday, 3:40 - 5:40 P.M.

A possible class schedule for the first year of a Weekend College is provided in Appendix D.

The Adult Student

The task force members endorse the concept of a Weekend College that involves a delivery system in which students attend every other weekend during the quarter for approximately half the contact hours of a "regular" class. This endorsement is based on a belief in the adult's ability to be a self-directed learner. It also involves a re-thinking of one's view of the learner and of the teacher.

Darkenwald and Merriam (1982) indicate that

> often the teacher of adults functions most appropriately as a resource person who views the learning situation as a cooperative endeavor. That is not to say that the adult student possesses knowledge equal to that of the teacher in any given area. Rather, the teacher respects and values the experiences and expertise of the adult students and shares with them his or her own base of competency (p. 77).

Confidence in the adult student's ability to learn through this delivery system is also based on the positive experiences that members of the task force have had with the highly motivated adult student, and on the generally positive feedback from instructors and students involved with Otterbein's "self-paced" courses. Similar to Weekend College class, the self-paced courses have approximately half the contact hours of a "regular" class. The groups that visited the five Weekend Colleges in Ohio also report that faculty members at these various institutions have found that adult students enrolled in Weekend College generally perform as well as or better than the traditional or non-traditional adults in day or evening classes.

The task force recommends that if we decide to initiate a Weekend College at Otterbein, we require prospective students to have an interview with a counselor in the Continuing Education Office. If there is a serious question about the ability of a prospective student to perform in classes using the delivery system of Weekend College, the person should be channeled to the evening or day program until the person "proves" himself/herself. Serious consideration should be given by such departments as the English Department to the possibility of using or developing screening tests for applicants.

Serving the Adult Student

Based primarily on information from colleges that have both evening and Weekend College programs, the following comments can be made on the topic of serving the adult student.

There are a number of adults who prefer or who need to take classes on the weekend. Some adults have job and/or family responsibilities that preclude them from taking classes during the day or evening; some prefer taking classes on the weekend because they are "fresher" or because they can "put family and work responsibilities" behind them and "concentrate on class"; some prefer the delivery system that responds to them "as a responsible adult learner who is capable of assuming responsibility for my learning" under the direction of a faculty member (the quotes are from Weekend College students at Heidelberg College).

Weekend College students take more quarter hours per term than do evening students at the two colleges (Baldwin-Wallace and Mt. St. Joseph) which offer both delivery systems. The average at both colleges for Weekend students is approximately 7 - 7.5 credit hours per term and approximately 6 credit hours per term for evening students. On one hand this would help the adult student progress more quickly toward the bachelor's degree and would positively affect retention while on the other hand there needs to be caution in allowing an adult who is working full-time to take a full-time course-load. Our tuition charges for full-time students would probably discourage most adults from considering this possibility.

Developing a Market Segment and Competition with Ohio Dominican College

As mentioned in the previous section, two of the colleges, Baldwin-Wallace and Mt. St. Joseph, have large evening and weekend programs. The task force looked at these two colleges in an attempt to determine whether there was a distinct population that was attracted to each of the delivery systems. Both Karl Borden, Associate Dean for Continuing Education at Mt. St. Joseph, and Allan Swanson, Director of Continuing Education at Baldwin-Wallace, indicate that the adult population drawn to each is different. Baldwin-Wallace had an evening program for a number of years when it initiated its Weekend College in Fall 1978. According to Allan Swanson, the weekend program has had no noticeable effect on the evening program. Mt. St. Joseph started with a weekend program in 1977 and then provided an evening program in 1980-81. The addition of the evening program, according to Karl Borden, did not have a noticeable effect on the weekend program. It should be noted that at both colleges in the last few years evening enrollment has basically remained the same while weekend enrollments have continued to increase. Appendix E lists enrollment figures for the six programs that were reviewed.

Since Ohio Dominican has had a Weekend College since 1980, if Otterbein chooses to offer a Weekend College we would be in competition with an established program. In the Cleveland area, there are three colleges that compete for Weekend College students. The figures listed below are from the 1984 Fall Term and reflect the approximate enrollment for only the Cleveland area.

	1984 Fall Term Enrollment
Baldwin-Wallace College (60% of the Weekend College enrollment comes from the Cleveland area)	313
Hiram College (36% of the Weekend College enrollment comes from the Cleveland area)	100
Notre Dame College	264
TOTAL	677

In the Cincinnati area, the College of Mt. St. Joseph is the only college that offers a Weekend College and all except for approximately 10% of their 1985 Fall Semester enrollment of 530 is drawn from the Cincinnati area.

Ohio Dominican College had 208 students enrolled in Weekend College in 1984 Fall Semester. Based on the number of students at the Weekend Colleges in Cleveland and Cincinnati there should be a sufficient number of students available in the Columbus area who could be attracted to a Weekend College. The task force also feels that we can compete successfully with Ohio Dominican if we inform the public of the program's availability.

Degrees Available Through Weekend College

All six colleges offer a B. A. degree in Business Management that can be completed entirely through Weekend College. The majority of students attending the various colleges are majoring in this area. All of the colleges except Findlay offer Bachelor's degrees in Humanities and in Social Sciences, but they report that there are not many students in these areas.

The programs available at the six colleges are listed in Appendix F.

If Otterbein should choose to provide a Weekend College for adults in addition to our evening program, the most attractive majors would appear to be Business Administration and Business/Organizational Communication.

Information from the six colleges indicates that degree requirements for Weekend College are the same as those for the rest of the college. The one exception is that adults attending Weekend or Evening College are not required to take physical education.

The vast majority of adults enrolled in Weekend College at the various colleges - over ninety percent - are pursuing a degree. All of the administrators who were interviewed indicated that it is unusual to find a non-degree oriented adult in the weekend program whereas this is more common in their evening classes/programs. Retention was also better in Weekend College programs and this was attributed to the large percentage of students who are serious, degree oriented students, and to the fact that the student often takes two courses per term and makes more rapid progress toward his/her degree than does the evening student.

Staffing: Administrative and Secretarial

Staffing for the six Weekend Colleges is provided in Appendix G.

A comparison of Continuing Education staffing at the various colleges is provided below. The figures are from 1984-85.

	Number of Administrators (full-time equivalent)	Number of Secretaries (full-time equivalent)	Fall '84 Number of Students	Fall '84 Quarter Hrs. Generated
*Baldwin-Wallace	3-1/2	1-3/4	1,172**	Not available
Findlay	2-3/4	2-1/4	237	1,513.5 ***
Heidelberg	1-2/5	1	75	513
Hiram	2	1-2/3	268	2,700
Mt. St. Joseph	12-1/2	5	897****	4,746****
Ohio Dominican	3	1	208	1,309
Otterbein	1-1/2	1-1/2	521	3,065

* Baldwin Wallace has a decentralized system and the Continuing Education staff is not significantly involved with admission, registration, or billing for adults.

** Includes Weekend and Evening College enrollment.

*** Findlay, Mt. St. Joseph and Heidelberg are on a semester system. Semester hours have been converted to quarter hours for this comparison.

**** Includes Weekend and Evening College enrollment, as well as the adult women in the Liberal Studies daytime program.

In comparison to the five colleges listed above, Otterbein has significantly fewer staff members than the other colleges. All of the colleges except Baldwin-Wallace have centralized systems that provide most general services to adults.

If Otterbein chooses to provide a Weekend College, it is important that the Continuing Education Office receive additional staffing. Providing centralized services in the Continuing Education Office is a major feature that positively affects the recruiting/retention of our adult students but is time consuming for a small staff. A decision to increase the size of the program and number of students will necessitate some increase in staff at the inception of a Weekend College as well as a commitment by the college to increase staffing in response to future growth.

Office Hours and Support Services

The Continuing Education offices at the six colleges are generally open from 8:30 A.M. - 5:00 P.M., Monday - Friday. If the college has an evening program, the office is normally open until 8:00 P.M., Monday - Thursday. Four of the six colleges are not open on Friday evenings, and the other two are open Friday evenings only on Weekend College weekends. All colleges except Heidelberg maintain hours on Saturdays when there are classes, and three of the six have advertised hours on Sunday.

The hours for each office are listed in Appendix H. In Appendix I is a listing of Library and Bookstore hours, as well as other offices that are open on the weekend.

In general, the colleges that have centralized services for adults in the Continuing Education Office (the one exception is Baldwin-Wallace) have few other offices open on the weekend. The Library/Media Center and Bookstore at these colleges are open more hours on the weekend than Otterbein's. Snack bars are open until approximately midnight. Campus Centers generally are responsible for renting overnight accommodations.

If we choose to add a Weekend College the recommended hours for the Continuing Education Office would be as follows:

8:30 A.M. - 5:00 P.M., Monday - Friday

5:30 - 8:00 P.M., Monday - Thursday (when classes are in session)

5:30 - 8:00 P.M., Monday and Thursday (when classes are not in session)

8:30 A.M. - 3:30 P.M., Saturday (during Weekend College weekends and the four Saturdays before classes start each quarter)

The Continuing Education Office would also need to be open the first weekend of classes each term from 5:30 - 8:30 P.M. on Friday to assist students and faculty.

The college would also need to provide additional support services for a Weekend College. The hours recommended for consideration are listed below.

Library

7:45 A.M. - 10:00 P.M., Friday on Weekend College weekends

9:00 A.M. - 8:00 P.M., Saturday on Weekend College weekends

Learning Resource Center

10:00 A.M. - 2:00 P.M., Saturday on Weekend College weekends

In the future, additional weekend hours will be needed if we develop various audio-visual materials to supplement classroom instruction.

Bookstore

Until 8:00 P.M., Friday (only on the first Friday of Weekend College)

9:00 A.M. - Noon, Saturday (only on the two Saturdays before Weekend
College starts and on the first Saturday
of Weekend College)

The bookstore may also want to consider an arrangement to allow students to purchase books through the mail.

Adding hours for the Library, Learning Resource Center, and Bookstore would benefit not only a Weekend College student but also all other students.

It should be noted that no additional staff was added in either the Registrar's Office or in the Treasurer's Office at any of the colleges as a result of adding Weekend College. Also, the colleges have not added staff to these two areas as their Weekend College enrollment has grown other than some additional work-study assistance.

Facilities

One of the major advantages of instituting an evening program was that the college was able to use existing buildings and facilities, and did not have to make substantial expenditures in this area. This improved use of existing facilities would also be a positive feature of a Weekend College. Should the college offer a weekend program, attention needs to be given to the cleaning contract and to possible conflicts with other weekend events on campus.

Geographic Area of the Student Population

One of the advantages of a Weekend College is that it allows a college to attract adult students to its campus from a wider geographic area. Information on the geographic distribution of students at the six colleges is provided in Appendix J.

Since students can come from a greater distance, all of the colleges except Ohio Dominican provide low cost dormitory rooms on campus for adults to rent. Information on overnight accommodations is provided in Appendix K.

Since Otterbein does not have surplus dormitory rooms available to use for a Weekend College, we would not be able to use present on-campus housing. The College may want to pursue special rates for weekend students with a nearby hotel/motel/inn since there may be some students who prefer/require overnight accommodations on Friday nights.

Advertising

The advertising budgets and information on the types of advertising are provided in Appendix L. It is important to note that given the size of Otterbein's program, all four schools reporting spent significantly more that Otterbein. All of the individuals interviewed indicated that they thought that if Otterbein introduced a Weekend College that it would require significantly higher amounts of money in this area. The task force is in agreement with their assessment especially since

Ohio Dominican has an established Weekend College. A suggested advertising budget for Weekend College is provided in the section on budget.

The proposed budget for advertising the Weekend College reflects a total amount of $50,435. Although this is a significant amount of money, it should be noted that this would allow the college to promote a new program that is in competition with an established program at Ohio Dominican. Since the offering of a Weekend College allows a college to attract students from farther away, the suggested budget allows us to introduce the college and program to all of Franklin County rather than to the smaller geographic area that we now focus on in the advertising of the day and evening programs.

Otterbein College Enrollment Since the Beginning of the ADP Program

Appendix N shows the college's enrollment since the inception of the ADP program in 1975. Comments on the appendix and other pertinent areas involving enrollment are provided below.

1. During this eleven-year period, traditional-age enrollment has declined from a high of 1,423 students in 1977 to the current enrollment of 1,153 students in 1985. During this period, ADP enrollments climbed from 42 students in 1975 to 591 students in 1985.
2. The size of the full-time faculty was stable during the early years of the ADP program, and then increased from 75 in 1975 to the current total of 99. This twenty-five percent (25%) increase in the full-time faculty occurred during a time when traditional-age enrollment was declining significantly. According to Dean Bulthaup, the college was able to increase faculty size primarily because of two developments: 1) the significant increase in size of the ADP program, and 2) the development of the nursing program that brought a subsidy from Grant Hospital (approximately $420,000 in 1985-86).
3. In regards to the Grant Hospital subsidy, it should be noted that the subsidy is expected to "decline substantially" next year and in subsequent years, according to Dean Bulthaup.

4. In the four years prior to Fall 1985, the ADP enrollment plateaued at approximately 500 students. It is speculated that the enrollment increased to 591 students in Fall 1985 due primarily to the introduction of payment plans for students. Secondary factors might include the introduction of the Certificate programs, the new major in Business/Organizational Communication, and some increase in advertising budget. This growth in enrollment was obtained even though some schools in the Columbus area continued to experience declines in their adult enrollment (notably CTI and Franklin). It is not likely that ADP enrollment will increase very much without the introduction of a new program(s) or the development of significant new ideas.
5. Since the ADP program is very cost effective, a significant amount of the income goes to benefit all other parts of the college. Creating significant enrollment increases would have a positive effect on all parts of the college.
6. Members of the Board of Trustees asked whether the introduction of a Weekend College would drain money from the rest of the college. As noted in item 5, this has not been the case in the past. For example, according to Dean Bulthaup, the college's Admissions staff has increased by two full-time people during this period, and the Financial Aid Office by one full-time person.

A chart projecting the traditional-age enrollment for the next several years is provided in Appendix O. At best, the enrollment is expected to remain stable although it is possible that the college will experience declines during the period when the pool of traditional-age high school graduates will decline.

Weekend College Visits

As mentioned at the beginning of the report, the Task Force invited all members of the Otterbein College community to join members of the task force in visiting one of five Weekend College programs in Ohio. A summary report on these visits is provided in Appendix P.

A brief summary of the major findings from these visits is provided below.

1. At every college the Weekend College program has helped to improve the financial condition of the college. Additional revenue from the program has allowed for such things as the retaining of faculty and staff who would have been "let go," the hiring of additional faculty members, the improvement of salaries for faculty and staff, among other things.
2. Comments from faculty can be summarized as follows:
    a. when each of the colleges was exploring the possibility of Weekend College, many faculty members were initially concerned about "giving up their weekends." This concern has generally dissipated once faculty have had the opportunity to actually teach in the Weekend College program. According to faculty at the five colleges, this change occurred because (1) they enjoyed working with the highly motivated adult; (2) the time commitments were not as great as they expected with the classes meeting only half the classroom hours of a regular class; (3) since the responsibility for learning shifted more to the adult student, the instructor was able to function more as a guide or facilitator or catalyst rather than a prodder or motivator and this change was welcomed; (4) the task of re-designing their courses was not an easy one but it was stimulating and challenging, and it stirred at least one faculty member's "creative juices."

    Administrators mentioned that a significant number of instructors prefer teaching in the Weekend College.

b. in general, the faculty had no qualms about any difference in "coverage" or quality for weekend classes as compared to traditional ones.

3. A summary of student comments is provided below.

a. Students liked the opportunity to move more quickly to a degree than evening programs allow. Retention was better in Weekend College at colleges that offer both Weekend and Evening degree programs.

b. The Weekend College allowed some students to attend who weren't able to attend evening or day classes because of work or family commitments.

c. They felt better able to concentrate on classes after the work week was behind them. Students felt fresher and more alert on Saturday and Sunday because they had not just come from a full day of work.

First-year Budget

The projected budget for the first year is provided below. The projections do not include Summer Term since those costs would be part of the following year's budget.

1. Instructional Costs	
(Note: the projections are based on over-load instructional costs for 35 courses at the rate of $2,000 for a five q.h. course or $400 per q.h.)	$ 70,000
2. Instructor subsidy for re-designing course for Weekend College (at $150 per course).	$ 5,400
3. Instructional supplies and materials (additional costs to Departments that are involved with Weekend College classes)	$ 2,100
4. Additional budget amount needed by Continuing Education in other than salaries (xeroxing, data processing, office supplies, additional work-study, etc.)	$ 3,000
5. Additional staffing	
a. Library	$ 4,000
b. Bookstore	$ 750
c. Learning Resource Center	$ 700
d. Continuing Education Office	
- administrator/faculty (approximately 2/3rds-time administrator and 1/3rd-time faculty teaching 2-3 courses per year)	$ 21,000
- secretarial (make Registration Specialist position full-time; add 1/2 time secretary)	$ 9,000

6.	Fringe Benefits	$ 9,700
*7.	Advertising/Publications (direct mail piece mailed to every household in Franklin County in the Summer before Weekend College is initiated; newspaper advertising)	$ 50,500
8.	Office furniture for Continuing Education (secretary desk and chair, administrator chair, 3 bookcases, 2 floor mats, 1 file cabinet, small table, IBM Wheelwriter)	$ 1,700
9.	Cleaning contract adjustment	$ 1,000
10.	Renovation of Towers 105 for additional Continuing Education staff	* *
11.	Miscellaneous (Weekend College Workshop, faculty pay for weekend/evening hours for advising)	$ 3,000
	Approximate Total Cost	$181,850 + renovation cost

* See Appendix L and M, and Page 12 for further information.

** No projection of cost for renovation of Towers 105 is available at this time.

In order for Weekend College to "break even" in the first year the college would need to generate approximately 1,950 quarter hours of additional credit in 1986-87. Should the college attract 90 - 100 students per quarter, each of whom enroll for an average of 7 quarter hours of credit, the college would break even. It should be noted that the other Weekend Colleges that were reviewed did not expect to "break even" in the first year of operation but in the second year.

Faculty Issues

Some of the most important items that the task force dealt with revolved around faculty issues. The topics that we discussed were in such areas as staffing; over-load and in-load; student advising; assisting students with class related problems; orientation of faculty to a Weekend College delivery system; re-designing of classes.
Since there are several topics under this heading, the various topics have been sub-divided.

Representation of Full-time Faculty

The task force feels very strongly that the college needs to maintain its commitment to the policy that at least fifty percent (50%) of the instruction in college credit classes offered at non-traditional times be staffed by the full-time faculty. Because of the unique delivery system of a Weekend College, we further recommend that the college aim higher than the minimum to a level closer to seventy-five percent. The members also recommend that this minimum of fifty-percent be maintained separately for Evening College and Weekend College.

We also recommend that a policy be established that adjunct faculty must be either experienced college teachers or that they have taught first in the day or evening program. With the innovative delivery system of Weekend College, we believe that an instructor must have a sense of the traditionally taught course before designing a course that involves half the contact hours of a conventional class.

President DeVore and Vice President Bulthaup have indicated the method for calculating teaching loads will not change should the college adopt the Weekend College program. Overload restrictions will remain the same for an individual instructor -- a maximum of two courses for ten quarter hours each academic year, not including summer.

The task force was concerned about the possibility of over-extending the faculty if we added a Weekend College. Some institutions with Weekend Colleges (Mt. St. Joseph and Findlay are two examples) have hired additional full-time faculty as a result of their weekend programs. President DeVore and Vice President Bulthaup have indicated that if a Weekend College is approved for Otterbein they will employ a policy that will permit the college to add some additional full-time faculty to Departments that teach classes in Weekend and/or Evening College. The policy would be that a full-time faculty position would be added once part-time loads in a given department reach 10 - 11 courses. Possible adjustments to the 10 - 11 course level would also be considered for smaller departments. Full-time faculty would normally be added to a department the second year.

Although a Weekend College schedule of classes would be small during the first year, it still would stretch our full-time faculty resources. In the first year, on a volunteer basis, we would probably need to move some regular faculty to Weekend College, use some part-time faculty in daytime classes, and use part-timers in Weekend College who have taught for us before.

The task force had some concerns about whether full-time faculty would want to teach five days during the week and then on weekends. As mentioned earlier in the report, this was also an initial concern of the faculty at the six colleges that we reviewed. This concern has not proven to be a problem once the Weekend College program was started and full-time faculty have had an opportunity to teach in Weekend College (see page 15 for further information).

It should be mentioned that a modular system of scheduling is being considered that would allow the college to schedule many daytime classes for two or three times a week. A proposal on a modular system will probably be available for faculty input during 1986 Winter Term. The Weekend College task force is not involved with developing or presenting the modular system but does see some possibilities for scheduling faculty involved with weekend teaching with less than five days of teaching during the regular week.

Student Advising

The initial advising for almost all adult students is done by the Continuing Education Office and this would continue with the introduction of a Weekend College. After the initial advising session adults are assigned to full-time faculty if they have declared a major; those who have not declared a major or are non-degree students continue to be advised by the Continuing Education Office.

Most adults do not use their advisers extensively if at all since degree requirements are explained in detail at the initial interview in the Continuing Education Office, and since most adults are able to interpret these requirements on their own.

However, most of the other Weekend Colleges make some provision to regularly or occasionally have a full-time faculty member(s) available on the weekend and in the evening from the departments that offer majors during the weekend and/or evening. In most instances, faculty are paid extra for providing additional office hours in the evening or on weekends if this is over and above their normal office hours. The task force recommends that we provide some faculty advising on the weekend and in the evening at the end of each term during the regular academic year and that faculty be paid for this additional service if it is over and above their regular office hours.

Assisting Students with Class Related Problems

Faculty instructing a weekend class at the six colleges we reviewed provide students with times in the evening and/or on the weekend when they can be contacted to discuss class related problems. Since most students set up networks with other class members, this service is not normally used by students but we believe that if we initiate a weekend program that certain evening and/or weekend times should be made available to students by all weekend instructors.

Re-designing of Classes

At least for the first three years of a Weekend program, the task force recommends that a $150 stipend be paid to faculty who re-design a conventional course for the first time. This would be a one-time payment to an individual instructor for a particular course.

Although the re-designing of a course for Weekend College is an additional undertaking for a faculty member, it should be mentioned that most of the faculty whom we talked with at the six colleges reported that the process was beneficial, stimulating, and interesting. Several instructors indicated that they also significantly changed and improved their conventional course as a result of this creative process.

Orientation of Faculty to Weekend College

The task force recommends that the college provide a faculty workshop on the teaching of Weekend College courses. Directors of other Weekend Colleges have indicated a willingness to consider providing members of their faculty for such a function.

Curriculum Considerations

It is important that the majority of classes follow the delivery system of Weekend College as explained in this report. Some courses may need to be offered more frequently than every other weekend. Some sequential courses at other colleges have been adjusted so they can be offered on the weekend over three quarters rather than two quarters; this modification applied only to the weekend offering of the sequence. The task force, for example, recommends that we consider modifying the foreign language sequence to a three quarter sequence (4-3-3 or a similar configuration).

Program Evaluation

Two of the five colleges reviewed have recently completed an evaluation of their Weekend Colleges. Findlay College hired an outside consultant to review their program in 1982. In general, comments on their programs were favorable. Mount Saint Joseph completed a self-study in 1982. Copies were received of both reports.

The task force recommends that if we add the Weekend College to our program offerings that we do so with the stipulation that it be reviewed and evaluated during the fourth year of operation. The evaluation should be an external as well as internal process.

(See next page)

Recommendation from Weekend College Task Force and Issues from Faculty Forum

THE WEEKEND COLLEGE TASK FORCE UNANIMOUSLY RECOMMENDS THAT A WEEKEND PROGRAM BE CONSIDERED FOR ADOPTION THROUGH THE GOVERNANCE SYSTEM. HOWEVER, RECOGNIZING AREAS OF CONCERN WHICH WILL LIKELY BE EXACERBATED BY ADDING A WEEKEND PROGRAM, WE URGE ADMINISTRATIVE ATTENTION TO THESE ISSUES BROUGHT UP AT THE OPEN FORUM, DECEMBER 10, 1985.

1. Teaching assignments in a Weekend College will overextend some small departments, especially those teaching Integrative Studies courses in day and evening programs. Policies for needed adjustments must be planned.

2. Staffing Weekend College courses at a minimum level of 50 percent from full-time faculty is a concern. Can the college staff day courses with full-time faculty and also staff both evening and weekend courses at the level of at least 50 percent full-time faculty?

3. A Weekend College may impose a burden on heads of academic departments, especially on the I. S., Speech Communication and Business Administration Departments, since those will be heavily involved in teaching in a weekend program. The heads of those departments will have responsibility for hiring and supervising additional part-time faculty.

4. A Weekend College seems to call for extension of support services such as the Writing Clinic.

5. Faculty are concerned about a possible six-day teaching schedule and its effects. A Weekend College may call for innovations in scheduling of day classes--such as longer class periods two or three days per week.

REFERENCES

Cross, W. (1976). The weekend education source book. New York: Harper & Row.

Darkenwald, G. G., & Merriam, S. B. (1982). Adult education: Foundations of practice. New York: Harper & Row.

APPENDIX A

Initial Interviews by the Director of Continuing Education

1. Hiram College: February 25, 1985.

   A three-hour interview with Nancy Moeller, Assistant Dean of Weekend College. She has been at Hiram for seven years, and all seven years have been with the Weekend College Office. Hiram College's Weekend College started in 1977.

2. Baldwin-Wallace College: February 25, 1985.

   A three-hour interview with Allan Swanson, the Director of Continuing Education. Al has been with Baldwin-Wallace for seventeen years, and all of his time has been spent in the Continuing Education Office. The Weekend College at Baldwin-Wallace started in Fall 1978.

3. Findlay College: February 26, 1985.

   A three-hour interview with Ed Erner, the Director of Community Education. Findlay College began their Weekend College in Fall 1979.

4. Mount Saint Joseph: February 27, 1985.

   Mount St. Joseph has had a Weekend College since 1977. Six and one-half hours of interviews were held with the following individuals:

   Karl Borden, Associate Dean for Continuing Education

   Nina Thomas, Director of Academic Planning and Programming for Continuing Education

   Linda Dixon, Assistant Director of Academic Planning and Programming for Continuing Education

   Susan Brogden, Assistant Director of Support Services and Logistics for Continuing Education

   Mary Pat Behler, Director of Marketing for Continuing Education

   Sister Paula Russell, Counselor for Liberal Studies Degree for Adult Woman

5. Ohio Dominican College: March 1, 1985.

   David Hammond, a graduate student at Ohio State University, interviewed Cindy Wentz, the Director of Continuing Education as part of a class project. Ohio Dominican has had a Weekend College since 1980.

APPENDIX B

Visits by Members of the Otterbein College Community to Weekend College Programs

1. Hiram College: September 28, 1985

   Participants - Dr. Jim Bailey, Dr. Sylvia Vance, Barbara Overholser (ADP student), Diana Griffith (traditional-age student)

2. Heidelberg College: September 28, 1985

   Participants - Greg Longacre, Dr. Mary Cay Wells, Mike Huston (traditional-age student)

3. Baldwin-Wallace College: October 5, 1985

   Participants - Dr. Bob Place, Prof. Becky Dixon, Steve Martin (traditional-age student), Stacie Gilg (traditional-age student)

4. College of Mt. St. Joseph: October 19, 1985

   Participants - Randy Leite, Marty Huster (ADP student), Lillian Larson (ADP student)

5. Findlay College: October 26, 1985

   Participants - Pat Kessler, Prof. Jerry Hoffman, Bernadine Edwards (ADP student), Mary Jo Monte (traditional-age student)

Note: A brief report on each visit is provided in Appendix P.

APPENDIX C

Calendar and Class Schedules

Hiram College

1984-85 Calendar

1984 Fall Quarter:	September 7 - November 18
1985 Winter Quarter:	January 4 - March 17
1985 Spring Quarter:	March 29 - June 2
1985 Summer Quarter:	Six week period with classes every weekend on Saturday

Weekend College classes meet every other weekend for a total of twenty-four classroom hours for a 5 quarter hour course. Classes meet during the following times:

Period 1: Friday, 6:30 - 8:30 P.M.
and
Period 4: Saturday, 10:45 A.M. - 12:45 P.M.

Period 2: Friday, 8:45 - 10:45 P.M.
and
Period 5: Saturday, 2 - 4 P.M.

Period 3: Saturday, 8:30 - 10:30 A.M.
and
Period 8: Sunday, 10:45 A.M. - 12:45 P.M.

Period 6: Saturday, 4:15 - 6:15 P.M.
and
Period 7: Sunday, 8:30 - 10:30 A.M.

Period 9: Saturday, 7:15 - 9:15 P.M.
(used for labs, etc.)

Period 10: Saturday, 12:45 - 1:45 P.M.
(used for workshops)

Baldwin-Wallace College

1984-85 Calendar

1984 Fall Quarter:	September 7 - November 18
1985 Winter Quarter:	January 5 - March 17
1985 Spring Quarter:	March 30 - June 2
1985 Summer Quarter:	June 15 - July 20 (six week period with classes every weekend on Saturday and Sunday)

Weekend classes meet every other weekend on Saturday and Sunday for a a total of twenty-four classroom hours for a five quarter hour course. Classes meet during the following times:

Calendar and Class Schedules (Cont.)

Option 1: Saturday, 8:00 - 10:00 A.M. and
Sunday, 8:00 - 10:00 A.M.

Option 2: Saturday, 10:15 A.M. - 12:15 P.M. and
Sunday, 10:15 A.M. - 12:15 P.M.

Option 3: Saturday, 1:00 - 3:00 P.M. and
Sunday, 1:00 - 3:00 P.M.

Option 4: Saturday, 3:15 - 5:15 P.M. and
Sunday, 3:15 - 5:15 P.M.

Findlay College

1984-85 Calendar

1984 Fall Semester: September 23 - December 2
1985 Winter Semester: January 11 - March 24
1985 Spring Semester: April 19 - June 30
1985 Summer Semester: July 19 - August 31
(meet 6 out of 7 weekends)

Weekend classes meet every other weekend for a total of twenty classroom hours for a 3 semester hour course. Classes meet during the following times:

Period 1: Friday, 6:30 - 8:10 P.M. and
Saturday, 10:20 A.M. - Noon

Period 2: Friday, 8:20 - 10:00 P.M. and
Saturday, 1:00 - 2:40 P.M.

Period 3: Saturday, 8:30 - 10:10 A.M. and
Sunday, 8:00 - 9:40 A.M.

Period 4: Saturday, 3:00 - 4:40 P.M. and
Sunday, 1:00 - 2:40 P.M.

Period 5: Saturday, 2:50 - 6:10 P.M.

Mount St. Joseph College

1984-85 Calendar

1984 Fall Semester: September 7 - December 2
1985 Winter Semester: January 11 - March 31
1985 Spring Semester: April 12 - June 23
1985 Summer Semester I: July 6 - July 27
(four straight weekends)
1985 Summer Semester II: August 3 - August 24
(four straight weekends)

Calendar and Class Schedules (Cont.)

Classes meet five weekends during the thirteen week semester for a total of 17½ classroom hours for a 3 semester hour course. Classes meet during the following times:

Option 1: Friday, 7:00 - 10:30 P.M.

Option 2: Saturday, 8:30 A.M. - Noon

Option 3: Saturday, 1:00 - 4:30 P.M.

Option 4: Sunday, 8:30 A.M. - Noon

Option 5: Sunday, 1:00 - 4:30 P.M.

Ohio Dominican College

1984-85 Calendar

1984 Fall Semester:	August 25 - December 15
1985 Spring Semester:	January 12 - May 11

Classes normally meet eight times each semester on an every other Saturday basis for a total of twenty-eight (28) classroom hours for a four semester hour course. Some classes (math, accounting, foreign language) meet every Saturday for a normal number of classroom hours.

Ohio Dominican's schedule of classes provide for classes from 8:30 A.M. - Noon on Saturday mornings. One group of classes start the first Saturday of the semester and continue on an every other Saturday basis. The second group of classes start the second Saturday of the semester and also continue on an every other Saturday basis.

APPENDIX D

POSSIBLE

Weekend College
Schedule
for
1986-87

1986 Fall Quarter

I.S.10, Assessing Potential for Management
I.S. Social Science course (I.S.13 or 15 or 18; each of these would be taught once during the academic year)
I.S.26, Human Nature in the Christian Tradition
I.S. 31 or 32 or 33

BAC 20, Principles of Accounting I
B.Ad.30, Principles of Management
B.Ad.35, Business Law
B.Ad.43, Advertising and Promotion

C.Sci.10, Introduction to Computer Science (with BASIC)

Math 16, Mathematics of Decision Making

Spanish 10, Elementary Spanish I

Speech 28, Business and Professional Speech

1987 Winter Quarter

I.S.27, Composition and Literature: Dialogue of Men and Women
I.S. Social Science course (I.S.13 or 15 or 18)
I.S.37 or 38
I.S. Science course (I.S.34, 35, 36, 40, or 41)

BAC 20, Principles of Accounting I
BAC 21, Principles of Accounting II
B.Ad.30, Principles of Management
B.Ad.32, Personnel and Human Resources Management

Econ. 20, Principles of Economics - Macro

Math 11, Intermediate Algebra

Spanish 11, Elementary Spanish II

Speech 18, Interpersonal Communication

1987 Spring Quarter

I.S.30, Composition and Literature: The Dilemma of Existence
I.S. Social Science course (I.S.13 or 15 or 18
I.S. 31, 32 or 33
I.S. Science course (I.S.34, 35, 36, 40, or 41)

1987 Spring Quarter (Continued)

BAC 21, Principles of Accounting II
B.Ad.31, Principles of Marketing
B.Ad.50, Sales Management

Econ.21, Principles of Economics - Micro

C.Sci.10, Introduction to Computer Science (with BASIC)

Math/Econ. 23, Elementary Statistics: Data Analysis I

Psych 39, Industrial and Organizational Psychology

Speech 12, Small Group Communication

APPENDIX E

Enrollment Figures

Hiram College

Hiram College started Weekend College in 1977-78 with approximately 100 students enrolled each quarter during the first academic year. In 1984-85, there are approximately 270 students enrolled each quarter. Each student enrolls for approximately 10 q.h. per term which produces approximately 2,700 quarter hours per quarter except during Summer Quarter. Average class size is 30.

Other figures from 1984 Fall enrollment are provided below.

Cost: $93.00 per quarter hour
Sex: 64% female; 36% male
Race: 6% black; 94% white
Age: 20 - 29 = 26%
30 - 39 = 42%
40 - 49 = 23%
50 - 59 = 8%
60 - 69 = 1%
Class standing: freshman = 25%
sophomore = 24%
junior = 30%
senior = 18%
Non-degree = 3%
Enrollment status: full-time = 35%
part-time = 65%
Advertising: new students for Fall 1984 came from the following sources:
- student referrals = 58%
- faculty referrals = 9%
- media referrals
  - newspaper = 17%
  - radio = 3%
- posters w/return postcard = 10%
- other = 3%

Baldwin-Wallace College

Cost: $85.00 per quarter hour for less than 12 q.h.;
$1,953 per quarter if fulltime
Sex: 65% female for Weekend College and 55% for Evening College
Average no. of quarter hours for a student per term =
7 - 7.5 q.h. for Weekend; 6 q.h. for Evening
Average size of class: 25 students per class for Weekend;
17 - 18 for Evening
Fall enrollment for last three years:

	Weekend	Evening
1982 Fall Quarter	421	686
1983 Fall Quarter	476	678
1984 Fall Quarter	521	651

Enrollment Figures (Cont.)

Findlay College

Weekend College Enrollments

	Fall	Winter	Spring	Summer
1979	74	76	88	49
1980	132	124	117	51
1981	157	159	146	55
1982	182	180	172	67
1983	222	211	190	84
1984	237	233	-	-

Cost: $167 per semester hour for less than 12 q.h.
$2,505 per semester for 12 or more semester hours

Total semester hours:		
	1984 Spring Semester	819
	1984 Summer Semester	363
	1984 Fall Semester	1,009
	1985 Winter Semester	882

Average size of class: 20 students per class
Sex: 51% female; 49% male
Average no. of semester hours for a student per semester: 6.4 quarter hours

Mount St. Joseph College

Weekend College Enrollments

		Students	Semester Hours
1977	Fall Semester	163	954
1978	Fall Semester	304	1,734
1979	Fall Semester	366	1,740
1980	Fall Semester	372	1,997
1981	Fall Semester	387	1,994
1982	Fall Semester	383	1,966
1983	Fall Semester	425	2,122
1984	Fall Semester	530	2,462

Note: The significant enrollment increase in 1983-84 and 1984-85 occurred with the introduction of a new major, the Bachelor's degree in Management of Nursing Services for individuals who are Registered Nurses.

Cost: $115 per semester hour
General: 1. The Evening Program was developed in 1980-81. Enrollment figures for 1984-85 evening classes are as follows:

Enrollment Figures (Cont.)

	Students	Semester Hours
1984 Fall Semester	217	1,184
1985 Winter Semester	223	1,195

2. A Liberal Studies program for adult women is available during the day. Approximately 150 women are enrolled each semester, and they generate 1,100 semester hours each semester.

Ohio Dominican College

Weekend College Enrollments

		Students	Semester Hours
1980	Fall Semester	66	352
1981	Fall Semester	143	806
1982	Fall Semester	180	979
1983	Fall Semester	198	1120
1984	Fall Semester	208	1309

Cost: $147 per semester hour.

Heidelberg College

Heidelberg College started its Weekend College in Fall 1980. Enrollment figures for the program are provided below.

	Students	Semester Hours	# of Classes
1980 Fall Semester	34	185	10
1981 Fall Semester	48	260	12
1982 Fall Semester	50	212	8
1983 Fall Semester	86	400	14
1984 Fall Semester	75	342	15
1985 Fall Semester	65	318	12

Cost: $200.00 per semester hour from 1 - 11 semester hours.
Average size of class: 8
Sex: 60% female; 40% male

APPENDIX F

Majors Available Through Weekend College

Hiram College

1. B. A. in Humanities/Fine Arts
2. B. A. in Social Sciences
3. B. A. in Communications
4. B. A. in Business Management
5. B. A. in Allied Health (for certified professionals)

Baldwin-Wallace College

1. B. A. in Business Administration
2. B. A. in Humanities
3. B. A. in Social Sciences

Findlay College

1. B. A. in Management
2. B. A. in Marketing
3. B. A. in Economics/Finance
4. A. A. in Computer Science
5. B. A. in Business Systems Analysis

Heidelberg College

1. B. A. in Accounting
2. B. A. in Allied Health (for registered professionals)
3. B. A. in Business Administration
4. B. A. in Health Services Management
5. B. A. in Liberal Studies
6. B. A. in Psychology
7. B. A. in Public Relations

Mount Saint Joseph College

1. B. A. in Management of Nursing Services
2. A. A. and B. A. in Accounting
3. A. A. and B. A. in Business Administration
4. A. A. and B. A. in Communication Arts
5. A. A. and B. A. in Human Services
6. A. A. and B. A. in Liberal Arts
7. Certificate in Accounting

Ohio Dominican College

1. A. A. and B. A. in General Studies
2. Certificate and B. A. in Accounting
3. Certificate and B. A. in Business Administration
4. Certificate and B. A. in Criminal Justice
5. B. A. in Social Science
6. Certificate, A. A. and B. A. in Library Science
7. A. A. in Legal Studies
8. A. A. in Liberal Studies
9. Certificate in Communication Arts
10. Certificate in Gerontology

APPENDIX G

Staffing: Administrative and Secretarial

NOTE: All positions are full-time unless otherwise noted.

Hiram College

Administrators

1. Dean of Weekend College
2. Assistant Dean of Weekend College

Secretaries

1. Secretary
2. Half-time Secretary for nine months, 3/4-time for three months

Baldwin-Wallace College

Administrators

1. Associate Dean for Continuing Education
2. Director of Continuing Education
3. Assistant Director of Continuing Education
4. Assistant to the Director of Continuing Education (half-time)

Secretaries

1. Secretary
2. Receptionist/Secretary (3/4 time)

Findlay College

Administrators

1. Director of Community Services
2. Director of Lifelong Learning and Assistant Director of Community Education
3. Administrative Assistant (3/4 time)

Secretaries

1. Secretary
2. 3/4-time Secretary
3. 1/2-time Secretary

Staffing: Administrative and Secretarial (Cont.)

Mount St. Joseph College

Administrators

1. Associate Dean for Continuing Education
2. Director of Computer Learning Center
3. Director of Academic Planning & Programming for Continuing Education
4. Assistant Director of Academic Planning & Programming for Continuing Education
5. Coordinator of Experiential Learning (half-time)
6. Director of Support Services & Logistics for Continuing Education
7. Assistant Director of Support Services & Logistics for Continuing Education
8. Coordinator of Child Care Center
9. Director of Marketing for Continuing Education
10. Assistant Director of Marketing for Continuing Education
11. Administrative Assistant (half-time)
12. Coordinator of Non-Credit (half-time)
13. Two counselors for the Liberal Studies Program for Women

Secretaries

1. Three full-time Secretaries
2. Four half-time Secretaries
3. Additional secretarial assistance during peak periods

Ohio Dominican College

Administrators

1. Director of Weekend College
2. Assistant Director of Weekend College
3. Assistant Director of Weekend College

Secretaries

1. Secretary
2. Three student assistants under the Work Study program

Heidelberg College

Administrators

1. Director of Lifelong Learning
2. Administrative Assistant to the Director of Lifelong Learning (2/5ths time)

Secretaries

1. Secretary

APPENDIX H

Office Hours for the Continuing Education Program

Hiram College

8:30 A.M. - 5:00 P.M., Monday - Friday
9:00 A.M. - 4:30 P.M., Saturday (on Weekend College weekends)
9:00 - 11:00 A.M., Sunday (on Weekend College weekends)

Baldwin-Wallace College

8:30 A.M. - 8:30 P.M., Monday - Thursday
8:30 A.M. - 5:00 P.M., Friday
9:00 A.M. - 4:00 P.M., Saturday (on Weekend College weekends)
Noon - 4:00 P.M., Sunday (on Weekend College weekends)

Findlay College

8:30 A.M. - 9:00 P.M., Monday - Thursday
8:30 A.M. - 5:00 P.M., Friday (open until 9:00 P.M. on Weekend College weekends)
8:00 A.M. - 3:00 P.M., Saturday (on Weekend College weekends)

Mount St. Joseph College

8:30 A.M. - 8:00 P.M., Monday - Thursday
8:30 A.M. - 4:30 P.M., Friday (open until 7:30 P.M. on Weekend College weekends)
8:00 A.M. - 3:30 P.M., Saturday (during Weekend College weekends)
8:00 A.M. - 1:30 P.M., Sunday (during Weekend College weekends)

Ohio Dominican College

8:00 A.M. - 4:30 P.M., Monday - Friday
8:00 A.M. - 1:00 P.M., Saturday

Heidelberg College

8:00 A.M. - 5:00 P.M., Monday - Friday
Other hours (evening and weekend) by appointment and also at the beginning of each semester.

APPENDIX I

Weekend Hours for Other Offices/Services

Hiram College

Library: Friday, Saturday, and Sunday until 11:00 P.M.

Campus Center: registers students and receives payment throughout weekend.

Food Service: available throughout weekend; snack bar open late each evening.

Baldwin-Wallace College

Admissions Office: 9:00 A.M. - Noon, Saturday on Weekend College weekends.

Bookstore: 11:00 A.M. - 1:00 P.M., Saturday

Library: 9:00 A.M. - 5:00 P.M., Saturday, on Weekend College weekends; otherwise Noon - 5:00 P.M. on Saturday.

Snack Bar: open late each evening.

Findlay College

Bookstore: 11:30 A.M. - 1:00 P.M., Saturday, on Weekend College weekends.
until 7:00 P.M. for the first Weekend College weekend.

Library: until 10:00 P.M. on Friday on Weekend College weekends.
8:00 A.M. - 5:00 P.M., Saturday
1:00 - 10:00 P.M., Sunday

Snack Bar: open late throughout weekend.

Mount St. Joseph College

Registrar: 11:30 A.M. - 1:00 P.M., Saturdays for first, fourth, and fifth weekend sessions.

Business Office: First and last weekend sessions =
6:00 - 7:00 P.M., Friday
11:30 A.M. - 1:00 P.M., Saturday
11:30 A.M. - 1:00 P.M., Sunday

Second, third, and fourth weekend sessions =
11:30 A.M. - 1:00 P.M., Saturday

Weekend Hours for Other Offices/Services (Cont.)

Bookstore:	First and last weekend sessions = 5:45 - 8:00 P.M., Friday 10:00 A.M. - 3:00 P.M., Saturday 10:00 A.M. - 2:30 P.M., Sunday Second, third, and fourth weekend sessions = 10:00 A.M. - 3:00 P.M. on Saturday
Library/Media Center:	until 7:00 P.M. on Friday 10:30 A.M. - 5:30 P.M., Saturday Noon - 10:30 P.M., Sunday
Snack Bar:	late in the evening during weekend.

Ohio Dominican College

Bookstore:	10:00 A.M. - 2:00 P.M., Saturday
Library:	8:00 A.M. - 5:00 P.M., Saturday 1:00 - 9:00 P.M., Sunday

Heidelberg College

Library:	7:45 A.M. - 9:00 P.M., Friday on Weekend College Fridays 9:00 A.M. - 9:00 P.M., Saturday on Weekend College Saturdays 1:00 - 11:00 P.M., Sunday
Bookstore:	until 7:00 P.M., Friday on first weekend each semester 10:30 A.M. - 1:30 P.M., Saturday

APPENDIX J

Geographic Distribution of Student Population

Hiram College

The information provided below is from 1984 Fall Quarter. Nancy Moeller indicated that these figures are representative of past distribution.

Cleveland area (Cleveland and suburbs) - 36%
Immediate area (20 mile radius) - 19%
Akron area - 16%
Warren area - 10%
Kent area - 8%
Aurora area - 7%
Other areas - 4%

Baldwin-Wallace College

Allan Swanson indicated that Baldwin Wallace does not have data available on geographic distribution. His "educated guess" is provided below.

Cleveland area (Cleveland and suburbs including Berea) - 60%
Lorain county - 15%
Medina county - 15%
Summit county - 5%
Other areas - 5%

Findlay College

Ed Erner provided the following information based on 1984 Fall Semester enrollment. These percentages are representative of the geographic distribution over the history of the program.

City of Findlay - 60%
30 mile radius outside city of Findlay - 25%
Other areas (mostly rural communities) - 15%

Mount St. Joseph College

Karl Borden estimated the geographic distribution throughout the history of the program to be as follows:

Western Cincinnati - 75%
Other areas outside western Cincinnati but within 50 mile radius of college - 15%
Outside 50 mile radius - 10%

Geographic Distribution of Student Population (Cont.)

Ohio Dominican College

Cindy Wentz estimated that 95% of Weekend College students come from Franklin County.

Heidelberg College

Bob Joyce estimated the geographic distribution throughout the history of the program to be as follows:

City of Tiffin	- 35%
30 mile radius outside city of Tiffin	- 30%
Other areas	- 35%

APPENDIX K

Overnight Accommodations for Weekend College

Hiram College

Cost: $10.00 per night (includes towels and bed linens).
No. of rooms available: 123 spaces - most are two to a room.
Average no. who stay in dorm during Weekend College weekends: 150
(Note: some stay only Friday or Saturday night instead of both nights).
General: the weekenders use three floors of a dormitory; the ground floor is used by traditional-age students.

Baldwin-Wallace College

Cost: $7.00 per night.
No. of rooms available: not sure; most are doubles.
Average no. who stay in dorm during Weekend College weekends: 10

Findlay College

Cost: $8.00 per night (no towels or bed linens)
No. of rooms available: 50
Average no. who stay in dorm on Weekend College weekends: 10

Mount St. Joseph College

Cost: $5.00 per night for double; $10.00 per night for single.
No. of rooms available: 40
Average no. who stay in dorm on Weekend College weekends: 20

Ohio Dominican College

No overnight accommodations available.

Heidelberg College

The Guest House is available to Weekend College students at a cost of $5.00 per night. This attractive colonial-style house can accommodate 19 students per night.

APPENDIX L

Advertising Budgets and Distribution of Budget

	Fall '84 Number of Adult Students	Fall '84 Quarter Hrs. Generated	Newspaper Ads	Mass Mailings	Radio	TV	Other	Total
Baldwin-Wallace	1,172	- Not available -						
Findlay	237	1,513.5	$16,000	*	$ 1,000	$9,000	-	$26,000 plus
Heidelberg	75	342	$12,000	-	-	-	$3,000 (posters)	$15,000
Hiram	268	2,700	$ 7,500	-	$ 7,500	-	-	$15,000
Mt. St. Joseph	897	4,746	$40,000	**	$15,000	-	$20,000 **	$75,000
Ohio Dominican	208	1,309	- Not available -					
Otterbein	521	3,065	$ 4,750	$14,500	-	-	-	$19,250

* Findlay does a mass mailing of more than 25,000 three times a year - a total mailing of 75,000 pieces.

** Mt. St. Joseph spent $20,000 on mass mailings, general publications, and posters. No breakdown on the distribution was provided.

APPENDIX M

WEEKEND COLLEGE PROJECTED PROMOTIONS BUDGET

Report from Pat Kessler, Director of College Relations

Two methods of promotion need to be considered as the minimal necessary to announce and promote a Weekend College; Direct mail and newspaper advertising.

PROMOTION PLAN

1. Initial announcement direct mail piece explaining Weekend College availability, majors, etc. Mail piece should cover entire Franklin County area of 360,000 households, since this is a new venture that would have broad appeal. There should also be a response piece (i.e. class schedule) when inquiries about Weekend College are received.

2. Supplementary Newspaper Ads in the Dispatch and suburban papers. The ad should be approximately 6" x 9" to assure it will be seen and not hidden by other smaller ads. A placement schedule should include three two-week flights prior to the opening of Weekend College. These should be spaced about six weeks apart.

A good schedule would include appearing in:

The Dispatch	4x plus one Sunday
Public Opinion	2x
SNP (4-5 papers only)	2x
Worthington News	2x
	11 exposures per two week flight

The entire ad period allows for 33 exposures on a variety of days.

Costs

1.	Direct mail (1x)	$17,820
2.	Advertising (3 flights) (Allows for $6,000 per flight)	18,000
	TOTAL	$35,820

Publication Cost

1.	Direct mail (printing, production)	$12,115
2.	Ad production	500
3.	*Response Piece	2,000
	TOTAL	$14,615

Grand Total: $50,435

* (For just Weekend College. This assumes evening and night classes will have their own piece.)

It should be noted this budget reflects a minimal amount of promotions. I don't think we can cut costs on the direct mail piece. These printing costs are only an estimate. I do not think we should mail to every household in our initial announcement.

APPENDIX N

Otterbein College Enrollment: 1975 - Present

Year	Number of Full-time Faculty	Traditional-age Enrollments (Fall Term)	ADP Enrollments * (Fall Term)
1975	75	1,268	42
1976	75	1,346	141
1977	79	1,423	242
1978	88	1,321	264
1979	88	1,292	395
1980	93	1,268	403
1981	92	1,192	500
1982	93	1,161	516
1983	99	1,071	522
1984	99	1,134	521
1985	99	1,153	591

* Includes both part- and full-time ADP students; full-time ADP students are a small part of total enrollment (for example, there were 25 full-time ADP students enrolled 1985 Fall Quarter).

APPENDIX O

OTTERBEIN COLLEGE

Projected Traditional-Age Enrollment

1984-1995

YEAR	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Freshmen	340	334	335	327	325	337	339	314	294	284	279	279
Sophomores	350	370	364	364	356	354	367	369	341	320	309	303
Juniors	238	243	257	252	253	247	246	254	256	237	222	215
Seniors	166	193	197	208	204	205	200	199	206	207	192	180
TOTAL	1094	1140	1152	1152	1139	1143	1151	1136	1097	1048	1002	976
Delta H.S.		-0.0550	-0.0278	-0.0234	-0.0059	0.036	0.0063	-0.075	-0.0623	-0.0335	-0.02	0
Retention %												
Freshmen	108.80	108.80	108.80	108.80	108.80	108.80	108.80	108.80	108.80	108.80	108.80	108.80
Sophomores	69.40	69.40	69.40	69.40	69.40	69.40	69.40	69.40	69.40	69.40	69.40	69.40
Juniors	81.00	81.00	81.00	81.00	81.00	81.00	81.00	81.00	81.00	81.00	81.00	81.00
Program A =	13	10	0	0								

EXPLANATION OF TERMS

'Delta H.S.'	This is the percentage change in Ohio graduating high school seniors from the previous year. Entered as a positive or negative decimal.
'Retention %'	This is the percentage of students in each class that are expected to return the next year. Entered as a percentage for each class.
'Program A'	This is the number of students estimated to attend due to program changes.

Prepared by Vice President Bulthaup

WEEKEND COLLEGE VISIT
(September 28, 1985)

Place Visited: Hiram College
Group Visiting: Dr. James Bailey
Mrs. Barbara Overholser
(ADP Student)
Diana Griffith,
(Junior in traditional (day) program)
Dr. Sylvia Vance,
Reporter for the visit

The group first had an informal session with Dr. David Fratus, (English Department) Acting Dean of the Weekend College, and Nancy Moeller, Asst. Dean of the Weekend College. Much of this discussion was primarily for the benefit of the two visitors not on Otterbein's Weekend College Committee; the conference call this summer (and other information) has made the Committee familiar with the general approach Hiram takes. Two points might be mentioned here however:

1. Most of the instruction in the weekend college at Hiram is done by full-time faculty as part of their load (or sometimes as an overload course, as agreed to by the faculty member).

2. Hiram does not have an adult evening program.

Each of us as visitors had several opportunities during the day to talk to weekend college students for 5 - 10 minutes or so. We thus collectively managed to talk to quite a few students. Several points emerged strongly from these conversations:

1. Students like the opportunity to have a "quality program" (their words) which enables them to move more quickly to a degree than evening programs allow. (Many had participated in evening programs at larger universities.)

2. The demands are heavy in terms of preparation time, but they can arrange their schedules to meet these demands. They like the flexibility of working on their own schedule so much of the time.

3. You don't dare get behind; the classes do not slow down for struggling people.

4. Faculty do make themselves available in some way for questions, etc. between sessions, and other students are a "support group."

5. (And also overheard in the restroom during breaks: complaints about the heavy work load!)

Each of us had an opportunity to talk (for varying lengths of time) to 4 or 5 faculty members who teach in the program.

All expressed general satisfaction with the program. Several had no qualms about any difference in "coverage" or quality for weekend classes as compared to traditional ones. Two faculty members (classics; English) did say that they felt they could not (1) do quite as much as in the traditional classes, or (2) structure a level of reaction or interaction with the materials that was what they reach in traditional classes. This was not viewed as a serious problem, however. Almost all of the faculty stressed the high level of motivation on the part of students, and said that the program could not succeed without their full cooperation in the pace of assigned study.

Each of us visited at least one workshop and one class. Comments on these were mixed - a selection follows:

Workshops: (2 quarter hour credit, pass/fail only)

These vary greatly, from one that was a straight lecture to markedly participatory ones. No strong general impression--mixed reactions.

Classes: (5 or 6 quarter hour credit)

(1) In regard to "Literature and Criticism" class: Jim Bailey was surprised that reading assignments were not more lengthy than they were. More is read than can be discussed in class, but it was a good class session--students seemed well-prepared.

(2) "Soviet Economics": Diana Griffith said students seemed well prepared and asked good questions (1st hour lecture, 2nd hour discussion).

(3) "International Organization" class: Barbara Overholser said instructor says more has to be explained here than in traditional class where he can send students to the library to look things up; students were repeatedly asking for more background on topics being discussed.

(4) French III: Sylvia Vance found this to be almost entirely a session where grammar points were reviewed or explained in English for correcting French sentence exercises. Good instructor, who regretted the lack of direct French communication in class. Instructor relies on students' motivation to prepare two chapters per session--a very heavy load of complex structures need thus to be studied on own. Tapes used by each student at home. Instructor suggested that for another year's offerings he would reduce quarter hours credit, at least for first quarter, and move more slowly.

Final general impression:

Faculty and staff are supportive of the weekend people, and appreciate their high motivation; students are supportive of each other, and very positive about the program.

APPENDIX P-2

WEEKEND COLLEGE VISIT
(September 28, 1985)

Place Visited:	Heidelberg College
Group Visiting:	Mr. Greg Longacre, Dr. Mary Cay Wells Mike Huston

A Student Perspective
Prepared by Mike Huston

Our committee met with Bob Joyce, the Director of Lifelong Learning, the Vice President of Academic Affairs, with approximately ten full-time faculty members, and with five Weekend College students. The following report will include general comments on major points in my notes and my opinion of what Otterbein could expect from a similar program. This report intentionally leaves out some points concerning overload for instructors and the like which are undoubtedly well covered in reports by others; however, it does try to add a fresh perspective as to what students would expect from weekend college.

To begin with, several services are offered by Heidelberg which would have to become a part of any program at Otterbein. To allow students to benefit from the initial sessions instructors would need to have syllabi sent to the students at least a week in advance and any required materials must be available at the college bookstore by this time. At Heidelberg it is not uncommon for instructors or the program director to acquire materials and books for students who cannot get to the bookstore during regular hours. This seems to work at the level of enrollment they have but beyond these numbers an expansion of bookstore hours including weekends near the beginning of a term would be unavoidable.

Along the same line, the availability of the library, and, in our case, the Learning Resource Center must be looked at. Heidelberg's library closes at 5:00 P.M. on weekends when classes are not in session and at 9:00 P.M. on Fridays and Saturdays when classes are being taught. Needless to say, a similar pattern would be required here. Their library is staffed at normal levels during these extended periods including at least one person qualified to function as a reference librarian. If the practice of using "unconventional" teaching methods during weekend classes were to become popular here as at Heidelberg this would require the LRC to have weekend hours allowing access to its multi-media resources.

Another service provided by the college is overnight lodging. Heidelberg owns a guest house where one is provided with a pillow, sheets, blankets, and a bar of soap. The house also has a small kitchen which is open for common use. The price is $7.00 per night. This may not be a problem for Otterbein considering we have a much larger and closer city to draw students from. It may be interesting to note that having the guest house allows the college to place visitors during the week right on campus where they can participate more fully in the campus life.

Finally, weekend students at Heidelberg do not have a faculty advisor as this service is provided by the Lifelong Learning Office. This practice allows the program director to know exactly what classes need to be offered to allow students to complete a major. If such a practice were used here an allowance for the additional staffing must be made.

In summation, our trip cleared up many of my concerns about how a program is managed. I believe that Otterbein could benefit by the addition of a Weekend College as long as the scope is limited to majors that are sure "drawing cards" such as speech, business, and computer science. I realize that these departments are already under great strain now and hope that the Weekend College could help this situation. Having such a program might provide the necessary means to add to the faculty in these areas as well as to add an I.S. faculty member who could also take some of the load off of the English department allowing them more time to work with traditional students with English majors.

Secondly, I believe it is wise to avoid the science fields because of the slim chance of maintaining Otterbein quality lab programs on a weekend-only basis.

Thirdly, it seemed all who were involved at Heidelberg were most happy with an every other weekend format for all terms except summer.

Lastly, as a student and child of a long line of Otterbein alumni I wish to add my belief that any program including Sunday classes would be an unacceptable move by Otterbein. Although we should not discriminate on a basis of religion we should, more importantly, never forget our roots in the United Methodist Church and its traditions.

As this report contains my general impressions of issues that face Otterbein, I wish to add that my notes were more extensive and contained many specific facts and figures which I would be happy to share if the need arises.

Thank you for allowing me to participate in this fact-finding process.

Respectfully submitted,

Michael E. Huston

APPENDIX P-3

WEEKEND COLLEGE VISIT
(October 5, 1985)

Place Visited: Baldwin-Wallace College
Group Visiting: Dr. Bob Place
Prof. Becky Dixon
Stacie Gilg
Steve Martin

1. Baldwin-Wallace attendees included Director Al Swanson; Faculty Jane Calanaugh, Harold Cole (Philosophy), Lou Barone (History), Cal Smith (Biology), Paul Seales (Economics & B.A.) and two others; plus three students. We met from 10:45 - 12:00 and 1:00 - 3:00 with the informal format of us asking them questions. They made no formal presentation to us.

2. Comparison of Institutions

   a. B-W is also close to a metropolitan area (15 miles to downtown Cleveland) and is near I-71.
   b. B-W has an established successful evening program currently enrolling approximately 700 students.
   c. B-W is on the quarter calendar with a full December interterm for programming.
   d. B-W load is defined as 35 contact hours per year where 1 lab hour equals 1 lecture hour in recognition of the time needed to prepare for labs and maintain a lab program. Student/Faculty ratio is 14:1 at both schools.
   e. B-W has averages for their entering class of 444 (verbal), 484 (math) and 21.3 (ACT Comp.). Otterbein's averages are 438 (verbal), 485 (math), and 21.4 (ACT Comp.). Academic profile has not changed much for B-W since 1978.
   f. 1984: Comprehensive fee $8990 (B-W), $8802 (Ott.). Advanced study by graduates: 15% (B-W) and 10% (Ott.).

3. Baldwin-Wallace Weekend College Description

   a. The philosophy of the program grew out of the Presidential Commission report on higher education to address the educational needs of adult learners. Institutions were encouraged to become more cosmopolitan and metropolitan oriented by expanding program offerings. The increased diversity of adult programming was seen as a stimulus for faculty to try new teaching patterns, and the financial base for the institution would improve by becoming broader and more stable.
   b. B-W adopted the Weekend College in 1978, four years after declaring financial exigency and letting sixteen tenured faculty members go. They made a market study which was inconclusive, but decided to go ahead based upon their awareness of adult needs gained in their evening ADP Program.
   c. Weekend College enrollment started with 80 students and is now over 600 with no lid on future enrollment. The optimal size is as large as feasible, limited only by classroom constraints.
   d. The evening enrollment dropped 5% the first year the weekend college started, but it has risen ever since at a rate similar to its growth rate before the weekend college began.
   e. There are five weekends with 4 hours of class for five quarter hours of credit plus a final exam on the sixth weekend for each five quarter hour class.

f. The full-time director is supposed to be a faculty member because of the curricular changes needed for the courses.

g. Income would be 600 x 7 hours x 3.5 terms x $88 = $1,308,000 with no financial aid and about five additional staff. The regular day-student enrollment still is the dominant economic force in the institution ($13 million minus financial aid packages) but every million dollars helps. (The average weekend student takes 7 hours of courses at $88 per hour.)

h. Current Operating Framework for Baldwin-Wallace

   1) Full time faculty teach 75% of weekend classes.
   2) Majors are in Business Administration, Humanities, Social Studies and new ones in Communications and American Politics (plus perhaps Human Services.) Most majors are a cross-section of existing departments and programs.
   3) No regular day students can take weekend classes and vice versa.
   4) The complete degree is available in a reasonable time frame. 36 hours per year for five years is feasible if starting from scratch although most start with transfer credit. 6-8 years is more likely for a full curriculum.
   5) All adjunct faculty must first teach in day or evening programs which are formated similarly to ours, and they are extensively evaluated by students and staff during their first four terms.
   6) The weekend college is advertised only as one of several degree programs offered by B-W, parallel to the daytime and evening programs. Mailers are the most common advertising vehicle.

i. They expected some concerns about offering Sunday morning classes, but they had virtually none. The students like Sat./Sun. because they don't have to come Friday evening and are more refreshed.

j. There are no major conflicts with janitorial cleaning, parking and campus center use, but the weekend college doesn't fall on the weekends of homecoming, parents day, high school day, etc.

4. Faculty Issues

   a. All weekend faculty received overload pay for courses with the 1985 salary per hour being $314 (Inst.), $355 (Ass't.Prof.), $397 (Assoc.Prof.), $440 (Full Prof.). Faculty feared that courses would become part of regular load, but this has not happened.
   b. Faculty received small grants ($150) to develop new courses, but no money or workshops were provided for reworking old courses into the drastically shortened 20 hours of class time.
   c. 60% of all full-time faculty teach at least one course per year on weekends, and 75% of the courses are taught by full-time faculty to keep the liberal arts perspective and maintain the general academic standards of the school.
   d. Faculty generally enjoy teaching weekend students more than evening or weekday students. Unlike evening students who are worn out from a day of work and grabbing a little food before collapsing in class, the weekend students have had a night to recover and finish class preparations. They are generally alert and involved.
   e. There is more preparation and grading per class hour by faculty on the weekend because of the concentrated class time.
   f. Virtually all faculty on campus were teaching full loads before the weekend college began, but the overload factor was not severe at first because only 80 students enrolled and only a few courses were needed. Faculty approved it and generally support it, although we talked with a current advocate who had originally opposed the program. As noted earlier they have the same student faculty ratio as we do of 14:1.

g. Generally, the same departments with strained enrollments before the weekend college (like Business) continued to be most heavily utilized in the new program. Some general studies departments achieved a fuller load through their courses.
h. Adjunct faculty must teach first in the day or evening program and must have student and staff evaluation forms turned into the director for the first four terms.
i. Some new courses have crept back into the regular day program after being first tried in the weekend college.
j. Some courses in science, accounting and math have two extra hours of class-time each weekend through being scheduled during the last class period of the day and extending the time to three hours for each class session.

5. Student Issues

a. The effect on weekday students has not been great one way or the other, since neither day nor weekend students can take each others' classes.
b. The advantages for regular students include longer library and bookstore hours, more times for faculty office hours, increased work-study jobs on campus, faculty becoming more understanding of needs of working students, and courses started for the weekend college are often eventually offered during the week.
c. There is no financial aid but many companies help. (Not the Veterans, however.)
d. Most of the 400 grads have taken 2-4 years to graduate.
e. The continuing education office does all the formal advising and consults with faculty.
f. 10% take 12 or more hours but the average is 7. 65% of the students are female.
g. There is a great increase in the number of alumni who can then encourage their children to attend.

6. Points Used to Convince Reluctant Faculty

a. We have an increasingly diverse student audience.
b. We live in a metropolitan area and are accessible by many people.
c. We have a successful adult evening program, and can build on it.
d. We will offer a wider variety of programs to the community in a wide range of time patterns for the wide range of needs by potential students.
e. It stabilizes our whole program.
f. It is insurance to turn to if the day program falters.
g. The size is as controllable as we wish to make it.
h. It is experimental and will be evaluated after three years.
i. Institutions that remain static in future years run great risks.
j. We will utilize our facilities better.
k. The program will provide a net income to the budget, increasing the chances for better future raises if it is successful.
l. Many additional graduates will provide more alumni and more potential students among children, friends and colleagues.

APPENDIX P-4

WEEKEND COLLEGE VISIT
(October 19, 1985)

Place Visited:	Mount Saint Joseph College
Group Visiting:	Randy Leite Lillian Larson (ADP Student) Martin Huster (ADP Student)

HISTORY

Weekend College was originally administered separately from the other Continuing Education programs (Evening College and the Liberal Studies Program). Because of the amount of administrative duplication which occurred, the three programs were later organized under the umbrella of the Department of Continuing Education. Administrative functions for all three programs are now handled by the same staff.

The program began with four majors with two others being added in subsequent years.

OVERVIEW

Although exact numbers were not available, it was reported that the Weekend College program includes approximately 600 students (approximately 1000 students attend Mt. St. Joseph through the Continuing Education Department). At the present time, six majors are available through Weekend College: Accounting, Business, Communication Arts, Human Services, Liberal Arts and Management of Nursing Services. A seventh major, Gerontology, will be offered next year. A total of 45 classes is currently offered each term.

Mt. St. Joseph operates on a trimester calendar. Classes meet five times during each 13 week term. Thus, each class meets once every third week. Classes meet for 3½ hours per session for a total of 17½ hours per term. Recently, the College has begun to offer some classes which meet for eight rather than five weeks (these are typically courses which are most difficult to teach in the time allotted by the five week schedule). The College is also in the process of designing a lab course through the Biology Department which will be offered through the regular Weekend College schedule.

Five class sessions are offered during each of the five weekends. Friday night, Saturday morning, Saturday afternoon, Sunday morning and Sunday afternoon classes are available to weekend students. Of these, Saturday and Sunday morning sessions are the most popular with Sunday afternoon being the least popular session.

As much as possible, classes are scheduled to provide a natural sequence for students. Students who wish to do so, however, may start a course sequence in the spring and then finish it the next fall. The College takes great care in offering a variety of entry-level courses each term so that students may enter the program at any time. Overlap with Evening College classes is not a concern at this point and many classes are offered at the same time in both programs. Although students may attend both evening and weekend classes, people tend to participate in one program or the other rather than in both.

ADMINISTRATION OF WEEKEND COLLEGE

Services have been centralized as much as possible. The Continuing Education Department has assumed responsibility for a variety of administrative services including registration, admission, academic advising, scheduling classes, transcript evaluation, marketing, classroom assignment and tabulation of registration statistics. The department is fully automated and this capability is relied upon quite extensively (the Director stated that if any one factor was most responsible for the success of Weekend College, it was their word processor and computer systems). Bookstore and Library hours have been adjusted to allow for greater use by Weekend College students.

In some cases, it has been necessary to establish special administrative procedures to accommodate the nature of Weekend College. All weekend courses include a pre-assignment which is to be completed prior to the first class session. This may consist of a reading list, a paper or a special project. Because of the pre-assignments, a decision has been made to establish a firm registration deadline one week prior to the first day of the term. This assures that registrants will have a sufficient amount of time to complete the pre-assignment before the first class session. Because class sessions are so few, students who miss the first class session are automatically dropped from the course (unless they make special arrangements with the instructor).

STUDENT IMPRESSIONS

We had the opportunity to talk with six adult students. All were very pleased with the education they had received through Weekend College. They reported that the strongest features of the program were the availability and helpfulness of the staff as well as the instructional approach of faculty members. They appreciated the respect shown them by faculty members and the effort to make classes as participatory as possible. All six found the work load to be very challenging and reported frustrations in achieving a balance amongst the various aspects of their lives. Other advantages perceived by the students were a fairly liberal transfer policy, a formal program of Credit for Experiential Learning (Portfolio program) and the variety of majors and courses offered.

FACULTY IMPRESSIONS

Faculty members reported that they find the weekend students to be very commited to their coursework. Absenteeism is very low and faculty members seldom encounter situations of assignments not being completed. Course content is generally the same as that of classes taught during the week; however, instructional design is often altered to allow for the lengthy class sessions and the nature of the students. One issue which was mentioned by an adjunct faculty member was that he frequently found himself teaching people who were his peers or even frequently had experience above that of his own.

Faculty satisfaction is generally high as evidenced by the length of time that many adjunct and fulltime faculty have participated in the program (many have taught classes since its inception eight years ago).

FINAL ANALYSIS

Mt. St. Joseph's Weekend College program is probably one of the most well-organized in the area. A large staff and budget allow for a very extensive operation. The program has continued to grow since its start and all indications are that this growth will continue. The addition of majors is largely responsible for this and plans are in the works to continue this process of addition in the years to come. The program is very sound and continues to maintain a positive state of flux.

One disadvantage of this growth is that the program has lost some of its small college atmosphere. The size of the program and the centralization of services has resulted in little time being available for students on an individual basis. Academic advising sessions are limited to 15 minutes in order to accommodate all students and a greater reliance on printed information has become necessary. The College has attempted to retain a friendly, personable approach; however, the program has reached a point at which this is not often feasible.

One final note - Mary Kay Meyer (the Director of Continuing Education) has offered to assist Otterbein in its review process. She stated a willingness to address any groups involved in the decision-making process. Please feel free to contact her at any time for input or assistance.

APPENDIX P-5

WEEKEND COLLEGE VISIT
(October 28, 1985)

Place Visited:	Findlay College
Group Visiting:	Prof. Jerry Hoffman, Recorder Mrs. Pat Kessler Mary Jo Monte Mrs. Bernadine Edwards (ADP student)

Our group met with Dr. Edward Erner, the Director of Community Education, Dr. George Jenkins, Associate Professor of Business, Dr. Janet Roll, Associate Professor of Math/Computer Science, and Dr. Richard Kern, Professor of History. We did not have the opportunity to meet with students as they had mid-term exams. I have tried to categorize the information and thoughts shared with us into the wollowing major areas:

Recommendations for Preparing the Faculty for Weekend College

1. Involve the faculty early.
2. Have a series of seminars to prepare the faculty.
    a. include faculty in preparing for seminars.
    b. bring in faculty who have taught in a weekend college to share experiences.
    c. Findlay had a series of short seminars lasting about 2 hours, including
        1) The Adult Learner
        2) Learning seminar - different styles of teaching/learning.
        3) Dr. Hill from University of Chicago, an expert in unusual programming - he developed new causes for weekend colleges.
        4) How to write a syllabus for Weekend College
        5) Suggested having a seminar on inter-generational learning (a professor from Aquinas College)

General Information about Weekend College at Findlay College

1. Have both a weekend college and an evening program.
2. Some students come from 60 miles away; most come from a 30 mile radius.
3. Faculty have about 2/3 the usual amount of contact with students.
4. They don't admit students under 23 years of age; they have made 6 exception
5. Findlay College uses Fridays, Saturdays, and Sundays for Weekend College.
    a. Many students have Friday work schedules
    b. Plan time around student, not faculty, needs.
    c. They do protect the church hour. There are no classes on Sunday from 9:40 A.M. until 1:00 P.M.
6. Students can take some courses on weekend, some during evenings. Few students are pure weekend students.
7. Findlay only has 3 majors which can be taken just on weekends. These are: Business Administration; Business Systems Analysis; (coming soon - Computer Sciences).
   All other majors have some courses that must be taken during evenings or days.
8. A deciding factor in the success of weekend college is how the college feels about independent study.

9. Findlay does pay for overload. Overload pay is determined once a year, in February.
10. About 70% of Weekend College faculty are full-time faculty. When asked what percentage of faculty taught in Weekend College, Ed stated he has not figured this out; perhaps 1/3 of the faculty. He stated that faculty actually ask to teach in Weekend College.

Faculty reactions to Weekend College; also ways of dealing with Weekend College

1. The faculty we talked to indicated that they liked teaching Weekend College. (A joking comment was made that sometimes the time for this comes out of their hide.) Students were very motivated - and prepared.
2. One person stated that they have only had to counsel several students on the need to change from taking courses in Weekend College to evening classes.
3. Faculty can try innovative ideas with weekend students.
4. It takes about 3 times through a course to really understand how to teach in Weekend College. It is really different than teaching traditional courses.
5. Traditional school is on semesters; Weekend College is on quarter system. Semester courses start at different times than quarter classes, which can be somewhat confusing for faculty. However, courses are taught so differently in traditional versus Weekend College, this problem is minimized. Students have many options of when they can take courses.
6. Because courses are taught 2 or 3 times a week on a semester system, those who teach 2 days during the weekend may be able to have 1 to 2 days off during the week. Because Weekend College occurs every other weekend, faculty have every other weekend off. Faculty didn't seem to mind the time spent on weekends as it was quality time.
7. Accessibility to faculty is very important. Faculty were willing to have phone calls at home to increase accessibility. Most students call faculty at home.
8. Faculty usually have weekend office hours for an hour or two just before or after class.
9. Faculty usually teach Friday and Saturday, or Saturday and Sunday; they do not teach all three weekend days. Some faculty teach all day Saturday.
10. All business faculty were on over-load status.
11. Faculty stated they teach differently. They don't lecture; they rely on the students having read their material and answer questions. They bring in other information, case studies, etc.

Specific Course Information

1. They made the decision not to offer Science courses with labs on Weekend College; have lab science courses available in evenings.
    a. Science courses taught during Weekend College are: Geology, Astronomy, Introduction to Biological Sciences.
    b. Hiram College offers lab courses during Weekend College, but they struggle.
2. Findlay has a Writing and Study Strategies Course. This is a course designed to integrate students back into school and studying. It is not required; students are counseled into the course.
3. Ed Erner suggested we consider a Portfolio Program - see the program brochure on Portfolio Program.
   At Findlay, to qualify to take the Portfolio Seminar, students must be well established as a good student. Findlay has only had 26 - 27 students in this program in 7 years.
4. Findlay requires a proficiency exam in library retrieval skills.

Specific information related to Computer Science courses.

1. Lower level courses are taught during Weekend College; right now upper level courses are offered in the evenings.
2. For computer courses, the computer lab must be open on evenings and weekends.
3. Findlay divides their 2 semester computer courses into 3 quarter classes. They require 5 programs per course or 15 programs in all. These are more programs than traditional students must do, but faculty feels this is appropriate since students have less personal contact.

Some additional thoughts or ideas to consider.

1. Findlay has a protected time period on Tuesdays - 1½ hours with no classes scheduled. They use this time for meetings, faculty forums, and seminars.
2. Findlay does a four year projection of classes. This helps project how students can get courses needed in weekend classes alone or weekend college and evenings.
3. Individual professors deal with absences in their own ways. Dr. Jenkins' policy is that if a student misses two weekends, his grade is dropped one letter grade.
4. Flexibility in test taking is important. Some students have real conflicts and need to schedule tests at other times.
5. Most weekend college students are capable of graduate school. Faculty tend to approach classes more like graduate school.
6. Academic advising is very important. Much of this handled by administration.
7. Ed Erner feels Weekend College has really helped the evening program and vice versa. The flexibility of when courses are offered has helped increase admissions. Few students are pure weekend college students, rather they take a few courses in the evening program. Each program serves to strengthen the other. This benefits the total academic program.
8. When asked how faculty initially received the idea of Weekend College, Dr. Kern stated that "when a school is hungry, it is willing to try new things."
9. If we do undertake a Weekend College, it will be important that the college mission statement reflects what is happening with adult education and flexibility in educational methods, as North Central looks at this.

SUMMARY:

The four of us were favorably impressed by what we learned on Weekend College during our visit. The faculty were very open as they discussed their views and reactions to teaching in the Weekend College. Dr. Erner was also very open in sharing the Findlay experiences with Weekend College.

The faculty with whom we talked seemed to value teaching in the weekend college - they acknowledged the students' motivation, preparation, and participation. They appreciated being able to try creative, innovative teaching methods. They also acknowledged the increased workload. They did indicate that they would again choose into teaching in a weekend college, if given the choice or chance.

A major concern the four of us shared before our visit was faculty workload. The faculty we talked with allayed many of our concerns in this area. On our trip home, the four of us agreed that we felt positive about what we had learned over the course of the day.

APPENDIX Q

MINUTES FROM MEETINGS OF THE WEEKEND COLLEGE TASK FORCE

To: Weekend College Committee Members
From: Greg Longacre
Date: May 3, 1985

I appreciate your willingness to serve on the committee that will review the possibility of a Weekend College at Otterbein. Our first meeting will be on Tuesday, May 7th, from 3:00 - 5:00 P.M. in Towers Rm. 206. Our first meeting is designed as an organizational one where we'll determine our approach, the topics, the process, and the schedule for future meetings. The agenda for the meeting is listed below.

Agenda

1. A volunteer to serve as Recorder.

2. Defining committees role and responsibilities.

3. Deciding on the approach to use during the review process.

   Suggested approach:

   a. first, look primarily at the benefits associated with a Weekend College (positive or optimistic approach);
   b. next, look at the disadvantages;
   c. review the pros and cons.

4. Preliminary report on Weekend College (report was mailed to you by President DeVore).

   a. questions on concept of Weekend College
   b. other general comments or questions on report

5. Determining the topics to be considered during the review (Note: we can add and/or subtract topics throughout the review). Some possible topics are listed below.

   a. Serving the adult student
   b. The nature of the adult learner
   c. Developing a new market
   d. Delivery system
   e. Faculty issues (current objective of having at least half of the classes taught by full-time faculty during non-traditional times; over-extending the full-time faculty; faculty development; developing support for Weekend College if we adopt the concept; student advising; hiring more full-time faculty; adjunct faculty; etc).
   f. Staffing
      - faculty
      - Continuing Education Office
      - other

g. Additional office hours for Continuing Education Office, L.R.C., Library, Bookstore, and ???
h. Overnight accommodations
i. Competition with Ohio Dominican College
j. Marketing
k. ???
l. ???

6. Discussion on the process we want to use.

   a. Questions
      - do we want to do a survey to determine need?
      - at some point, do we want to involve ADP students and/or community leaders on the committee?
      - when do we want to consult with faculty/staff at various Weekend Colleges? (Note: Probably decide this at a later time)
      - should we keep Curriculum Committee and/or Administrative Council informed of our progress?
      - other questions???

   b. Overall process (a possible process is listed below)

      - Select general topics
      - Discuss advantages (positive)
      - Discuss disadvantages
      - Review pros and cons and come to consensus
      - Report to President

The agenda is more detailed than I would usually provide but I thought it might help us to have a more detailed framework to "get us started".

See you soon.

cc: President DeVore
    Dr. Bulthaup

NOTE: Please bring your copy of the preliminary report on Weekend College with you to the meeting.

WEEKEND COLLEGE COMMITTEE
Minutes
May 7, 1985

Present: Greg Longacre, Pat Kessler, Roy Reeves, Sylvia Vance, Jim Bailey, Jerry Hoffman, Mary Cay Wells

Greg presented some background information for orientation of committee members. The committee is charged with looking at the Weekend College concept and exploring its appropriateness for Otterbein College. The situations of the five "model" colleges were outlined. The tentative time frame for the committee's work is a report with recommendations by Fall Term, 1985.

The following items follow the order and numeration of the original agenda for this initial meeting.

1. Mary Cay Wells was appointed Recorder.

2. Specific committee members' responsibilities will be delegated and shared as needed as we progress. Greg will do most of the final report, but may wish to call upon others for help.

3. The approach as initially outlined in the agenda was agreed upon--looking at pro's, then con's, then reviewing them.

4. The following comments and questions arose from the group, based upon the Preliminary Report by Greg:

   - how were majors selected at other colleges?
   - what will our criteria be for selection of our majors?
   - the whole concept of half the number of student contact hours raises questions such as: how to teach adults more effectively/efficiently
     - sequencing problems for coursework
     - our image as a quality school
     - why do adults need to be approached differently?
     - how to teach writing in half the usual time
     - fewer opportunities for working with problem students
   - cleaning contract problems
   - use of part-time and full-time faculty:
     - keeping a good balance
     - extra pay?
     - time for supervising, orientation, meeting together
   - concerns about screening those who can or cannot handle Weekend College
   - concerns with scheduling classes (possibly) on Sunday morning
   - concerns with housing when we have no or few extra rooms on campus

5. In addition to the topics listed in the Agenda for this meeting, the committee added the following:
   - "image" of the college
   - Sunday classes at church hours
   - curriculum: sequencing, appropriateness of teaching all courses in Weekend College format (English, Accounting, etc.)

- facility and equipment use, including cleaning, use of equipment such as computers on weekends
- using additional/supplementary delivery systems such as computer-assisted instruction (CAI) and videotape
- add "working with students" under item e (faculty issues)in the original agenda
- under item j, add looking at all courses for a complete program, or just some courses
- costs? Same as for ADP?
- Semester or quarter system implications

6a. In discussing the process to use, we agreed to consider using an informal, telephone survey of businesses concerning tuition reimbursement, but do not recommend a formal needs analysis.

The committee wishes to involve one or two ADP students in the near future, and community leaders later on for their support generally.

The summer will likely be used for committee meetings, confering with consultants, and possibly a retreat.

To keep the campus community informed, the following suggestions were made:

- send a general notice to faculty and administration, informing them that the committee has formed to look at the Weekend College concept and to gather more information. Input and questions are solicited.
- an announcement about the committee's general intent will be made at Senate, next Wednesday, May 15.
- send a brief memo to the chairman of the Curriculum Committee, and possibly to Dr. DeVore as Administrative Council chairman.
- offer the topic of Weekend College to the Faculty Forum for discussion in the fall after a tentative position paper is developed.

6b. Several steps were inserted in the process steps listed on the agenda. After "Review pro's and con's and come to consensus" the following were added:

- Consult with the President informally as we proceed for his input and to keep him informed
- Develop at the beginning of 1985 Fall Quarter a tentative position paper for faculty and administration discussion. Also send copies to the Curriculum Committee and Administrative Council for information purposes.
- Be available at the beginning of 1985 Fall Quarter for a Faculty Forum on the topic, as well as a Student Forum.
- Back in committee, synthesize the report with new information and develop the final report.

Two subsequent meetings were scheduled: Tuesday, May 14, 3 - 5 P.M. in T-206
Tuesday, May 28, 3 - 5 P.M. in T-206

Mary Cay Wells
Recorder

To: Weekend College Committee Members
From: Greg Longacre
Date: May 8, 1985

Our next meeting is scheduled on Tuesday, May 14th, from 3:00 - 5:00 P.M. in Towers Rm. 206. The agenda for the meeting is listed below. I doubt if we will complete discussion on all the topics listed below but I am sure we will get a good start!

Our focus will be on the pros for doing a Weekend College. The topics we selected are:

a. serving the adult student
b. the nature of the adult learner
c. developing a new market
d. "image" of the college
e. delivery system
f. using additional/supplementary delivery systems such as computer-assisted instruction (CAI) and videotape
g. curriculum: sequencing, appropriateness of teaching all courses in Weekend College format (English, Accounting, etc.)
h. faculty issues (current objective of having at least half of the classes taught by full-time faculty during non-traditional times; over-extending the full-time faculty; faculty development; developing support for Weekend College if we adopt the concept; student advising; hiring more full-time faculty; adjunct faculty; assisting students with class related problems; etc.)
i. staffing
  - faculty
  - Continuing Education Office
  - other
j. additional office hours for Continuing Education Office, L.R.C. Library, Bookstore, and ???
k. facility and equipment use, including cleaning, use of equipment such as computers on weekends
l. overnight accommodations
m. Sunday classes at church hours
n. competition with Ohio Dominican College
o. marketing
p. costs (same as for ADP)?
q. semester or quarter system implications
r. Weekend College or more weekend classes?

See you soon.

cc: President DeVore
Dean Bulthaup

WEEKEND COLLEGE COMMITTEE
Minutes
May 14, 1985

Present: Greg Longacre, Becky Dixon, Jim Bailey, Pat Kessler, Sylvia Vance, Roy Reeves, and Mary Cay Wells.

Minutes of May 7 were approved as distributed.

Discussion began with the list on today's agenda.

Items a and b, serving the adult student and the nature of the adult learner, were addressed together. Issues identified:

- Exactly what is Otterbein's mission in adult education?
- How does an instructor work with adult students differently, and how can these skills and/or attitudes be developed?
- How do Weekend College graduates (of other institutions) compare to their normal age graduates?
- What are the learning characteristics of adult students? (Greg will compile by this summer).
- Do Weekend Colleges attract a different kind of student?
- What is the percentage of completion of courses and program at other colleges offering weekend courses? (Greg will check).
- Adult motivation differs from that of regular age students.

Adult learner pro's identified:

- Adult students are a pleasure to teach.
- Weekend College lets some students take classes while holding full-time jobs which require traveling.
- Some child-care problems are solved with weekend classes.
- Students are often less tired on Saturdays than for evening classes.
- In other programs, students tend to take more classes and persevere in their programs better with weekend classes, compared to evening classes. Some graduate in a four-year time frame.
- The alternate weekend format seems to be appealing to students.
- Weekend College at Otterbein may appeal to some CTI- and Franklin-type students who are now ready for liberal arts, foundations, and theory.

Item c, developing a new market. Issues identified:

- We may not need to market Weekend College separately from the college as a whole.
- We speculate that adult students will select courses and programs more out of interest and less in response to shortages and surpluses in the job market.
- Soft-sell (vs. hard-sell used in some other institutions) fits Otterbein better.
- Course packages (selling a number of credit hours to a student over a period of time more than a year; "lock stepping") may be hard to "sell" because beginning students may be overwhelmed at the total commitment.
- Some tuition packages may be recommended by Greg to tuition-paying businesses.
- There may be some problems with businesses paying for courses not seen as business-related; and with some businesses who only reimburse at the "OSU rate."
- Another look at a formal needs analysis needs to be taken. Becky Dixon will explore this with Pat Kessler.
- We need to find out how our offerings would differ from Ohio Dominican's.

Marketing pro's identified:

- Tapping a new market is the underlying rationale for Weekend College.
- Weekend College may be one way to help keep Otterbein healthy and growing in the face of the diminishing pool of traditional age students.
- A population exists which is looking for eventual credentialing, or awards, promotions, etc.

Item d, image, issues identified:

- In whose eyes is "image" perceived? (Community, alumni, parents, students, administration, and faculty).
- We are wary of being perceived as hard-up financially because of other schools who have started Weekend Colleges for that very reason.
- We are wary of the "testimonial" approach to marketing.
- Could Otterbein market without hard-sell and maintain her present image?

Image pro's identified:

- Weekend College may enhance Otterbein's image as innovative and responsive to students' needs.

- Image will rest on how Weekend College is marketed.

- Ideas for marketing: look at types of TV blurbs on colleges shown at football games at the half

  look at Chuck Dodrill's successful marketing plan for theatre

  promote the college first, Weekend College next

Item e, delivery systems, issues identified:

- To be determined are: most effective hours
  whole or part of weekend
  best use of physical plant
  length of classes
  class pattern models, i.e., 2 meetings at 2 different times to cover 2 weeks' material

Delivery systems pro's identified:

- Findlay successfully combines both semesters and quarters in evening and weekend formats. Students can take both at the same time.

Not yet formally discussed, yet touched upon throughout, were some issues surrounding curriculum and instruction, as well as faculty.

Curriculum and instruction issues:

- Are Weekend College grads as qualified as regular grads? (informal evaluation says "yes".)

- Does an alternate week schedule affect continuity?

- Content of strongly cognitively-based classes may be difficult to assimilate in a weekend format.

- Point of information: one assignment is always required before the first class meeting.

- We do not want a watering-down of the curriculum.

- Courses will have to be rewritten, some more radically than others.

- How can faculty work with weak students?
  must expand support services, i.e., writing clinic
  test and screen carefully
  program sequencing must be clear.

- Lock-step programs would likely be too difficult. We need to provide for students coming and going.

- Otterbein advises students to explore, not take packages.

- Curriculum choices are necessarily limited in both evening and Weekend College setup.

Curriculum and instruction pro's:

- "experience-based" classes are easier to manage in weekend format.

Faculty issues identified:

- How to work with teachers who will be teaching adult students is a significant concern.
- Giving up weekends a problem?
- Does Weekend College mean increased course load or the means to make up a full teaching load?
- Does Weekend College ease or exacerbate "bulges" in department staffing?

Faculty pro's:

- Otterbein's concept of teacher-as-facilitator of learning fits the Weekend College philosophy.
- Committee would like to talk with Kathy Booth who completed her program in a Weekend College, as well as a selected faculty member from a Weekend College program. Also, it was felt that President DeVore should be invited to a future meeting because of his experience in setting up a Weekend College at Hiram.
- Committee would like to examine course syllabi of Weekend College courses.
- At model schools, faculty seem to like weekend teaching. Some even teach 5 days and weekends additionally.

Meeting adjourned. Next meeting is scheduled Tuesday, May 28, 3 - 5 P.M., in T-206.

Mary Cay Wells,
Recorder

WEEKEND COLLEGE COMMITTEE
Minutes
May 28, 1985

Present: Greg Longacre, Pat Kessler, Jim Bailey, Sylvia Vance, Roy Reeves, Becky Dixon, Jerry Hoffman, and Mary Cay Wells.

Minutes of May 14 were informally approved.

Discussion addressed curriculum, faculty, and staffing (agenda items, g, h, and k, respectively).

Issues identified:

- Regarding the alternate week format, Mt. St. Joseph Weekend College students named 5-6 courses they found difficult in this structure. The courses in the area of Accounting, Statistics, and Math were identified.

  * Could be remedied by offering selected courses weekly, as Ohio Dominican does.

- What studies exist on the quality of learning, traditional age vis-a-vis Weekend College students?

  * Informal judgments by professors who've taught both are: Weekend College students are better than traditional age and comparable to evening students. No empirical studies have been done. End-of-term standardized tests, or comparable exams were suggested.

- providing the same number of hours and minutes for evening classes does not duplicate the daytime learning environment; Weekend College differs even more. How can we muster the energy and resources to do it right? Planning for quality and stretching instructors' time are major concerns.

  * Entirely different homework assignments would be necessary for some courses.

- The use of, and working with, adjunct faculty are concerns.

  * Findlay, Hiram, and Baldwin-Wallace require Weekend College teachers to have taught in daytime or evening programs first.

  * A part-time curriculum and development consultant might be hired to help all Weekend College instructors revamp courses.

  * Hire more fulltime faculty. (Although there is no present sentiment for doing so, this is one element of our quality control).

* denotes Remedy, Response, or Rebuttal

- Would Weekend College reduce the evening program?

    * Model schools say no; they tap different markets.

    * Occasional evening courses might be changed to weekends.

The needs assessment issue was again discussed.

- A preliminary plan is to start inside and work out, both getting faculty input and providing a vehicle for giving some information to faculty.

- We need to learn about and tap current trends, such as:

    - renewed general focus on degree-seeking
    - do businesses want to pay for B. A. degrees?
    - anticipate push for B.S.N. degree
    - Nursing Management
    - credentialing managers with C.P.M. (similar to C.P.A.)
    - integrated communications
    - personnel management
    - what offerings appeal to the employers, who would be reimbursing tuition fees

- Judy Strayer is now preparing a needs assessment for the Nursing Department in order to identify future trends and needs.

    * B.S.N. completion is a realistic possibility for Weekend College, even including clinical experience, but not starting from scratch.

    * Clinical would have to be re-thought. Nursing faculty would be needed for 8-hour blocks on weekends—a potentially "unpalatable" possibility.

    * Becky Dixon will see if she can get ideas for a needs assessment from Judy Strayer.

- Further discussion of needs assessment seemed to lead to identifying subject areas of interest first by talking to middle and top managers.

    * Becky Dixon may need names to extend her list of contacts.

    * Expect a "mixed bag" of responses, depending on the level of management contacted.

    * Several kinds of needs exist: community, students, and business, as well as the college's.

    * Assessment should be stratified, identifying specific areas.

    * Given identified needs, faculty can provide the means.

Points of Information or Agreement:

- Weekend College is for degree-seekers, so everything has to be offered.

- The same course load limits (two overload courses/10 q.h. overload per year, excluding Summer) would apply for Weekend College instructors.

- We are close to 50% full-time faculty teaching evenings. This ratio should be maintained.

- "Raiding" full-time faculty to maintain a desired ratio for Weekend College will, of course, reduce the ratio of the former.

- Inservice for new adjunct faculty is done one-to-one by department chairmen.

- We need to specify in our final recommendations exactly how many people we are talking about. Draw inferences for the reader.

- We need to look first at what we're already good at, not develop new programs for Weekend College.

- Because Weekend College students are already employed, our focus on Liberal Arts rather than entry level expertise, is appropriate.

- Tap Pat Kessler's expertise and experience at Ohio Dominican.

- Our Weekend College program must be different from Ohio Dominican's.

Future action

- Schedule Kathy Booth and President DeVore with the Committee at a mutually convenient date and time.

- Collect more data before bringing in a consultant.

- Survey Committee for best summer meeting schedule.

- Next meeting will be on Monday, June 3, from 3:00 - 5:00 P.M., in Towers 206.

Mary Cay Wells,
Recorder

WEEKEND COLLEGE COMMITTEE
Minutes
June 3, 1985

Present: Greg Longacre, Pat Kessler, Jerry Hoffman, Roy Reeves, Jim Bailey, Sylvia Vance, Kathy Booth, and Mary Cay Wells.

Kathy Booth attended as a guest-resource person, sharing some of her experiences as a Weekend College student at Ohio Dominican. Background information: Kathy attended Weekend College from 1982 to 1984, having transferred about one year's worth of credits from Otterbein. She graduated with a major in General Studies.

Having reviewed Kathy's remarks and responses to questions, the recorder has chosen to group them by general topic.

Screening, Registration, and Orientation:

- Open Houses for prospective students provided a forum for questions, an overview of the college and weekend program, and an opportunity to apply.
- Weekend College allowed Kathy to continue to work, which in turn supported her going to school.
- Students have a personal interview, take math and English placement tests, and receive Weekend College orientation. By this time, students have received syllabi and first assignments, and could have questions answered by instructors.
- Orientation included class expectations, preparation time, and support services information.
- Registration for summer and fall terms was done at the same time, and with a firm April deadline.

Scheduling:

- Classes were placed on two alternating schedules, Saturdays only.
- A student might be able to attend classes on both A and B schedules, thereby attending weekly, if a four-hour class were taken on one schedule and a two-hour the other, for example.
- Most courses at Ohio Dominican were 4 semester hours.

Curriculum and Instruction:

- Classes were as large as 30 and as small as 8.
- Initial assignment and syllabus were received at least three weeks in advance.
- Some courses had a self-paced structure.
- Other courses were planned for variety within class time, i.e., discussion groups, tests, breaks, writing activities, lecture, etc.
- Some courses, such as computer science, need more time than alternate week scheduling allows.
- Foreign languages would be a problem on alternate weekends.

Curriculum and Instruction (continued):

- For courses normally heavily lecture, breaks were scheduled; some outlines were handed out for lectures not given; extra readings and cassette tapes might be on closed reserve.
- Ohio Dominican offered CLEP credit, but with no limit, as at Otterbein.
- Writing assignments should be specified in advance so students can work on them ahead.

Physical Facilities and Support Services:

- Getting computer time was a problem. Some time slots were reserved for weekend students.
- Library was open 7 days a week.
- Bookstore was open 10-2 Saturdays.
- There were no overnight people.
- The Rathskeller served lunch and was a gathering place for weekenders.
- The Academic Development Center offered significant support with workshops on study skills, test taking, math anxiety, etc. These one-session workshops were scheduled Saturday afternoons.
- Accessibility of faculty is significant and essential, and can be a problem. Instructors gave out office and home phone numbers, held regular office hours, and/or blocked off one hour before classes for seeing students.
- The Academic Development Center posted its hours, supplied tutors, and provided study guides.
- Kathy suggested a 1 quarter hour class in Career Development on Saturdays.
- Accessibility to instructors, library, lounge, registration, parking, and counseling are the key to a student's success.
- It was important and significant to have someone available for information and counseling in the Continuing Education office.

Student Characteristics, Attitudes, and Motivation:

- Some students were shocked at course expectations, even with orientation.
- Students too tired after a day's work for evening classes welcomed the weekend program.
- Most students seemed to finish their programs.
- The major disadvantage to students was the time commitment.
- Most were "average" to "good" students.
- Most were well-prepared for class.
- Weekend College students are highly motivated.

Time Management

- The fewer class contact hours are offset by high student motivation and preparation for independent work.

Time Management (continued):

- Student preparation needed: two hours daily, six days a week.
- Ohio Dominican has now established an absence policy: no more than two classes may be missed.
- Students recognize they might have to go to the library other than on Saturdays.

Faculty and Staffing:

- Faculty is "largely" (50%) part-time.
- See comments about faculty under support services topic.

Otterbein's Unique Advantages:

- "Safe" location
- Ample parking
- Good reputation
- Quarter system may be a good alternative to Ohio Dominican's semester schedule
- Quarters may seem less overwhelming to students at first.
- Charges per quarter hour ($88 at Otterbein) compare favorably with Ohio Dominican's semester hour charge of $158.

The minutes of May 28, 1985 were approved informally.

Sylvia Vance presented concerns of the Education Policies Committee of the Board of Trustees: (1) that a Weekend College not drain off resources from the regular program; (2) that recruiting stay strong for day students and not be accomplished at their expense; (3) that 50% fulltime faculty staffing be maintained; (4) that classes not be scheduled on Sundays; (5) Would Weekend College compete with efforts to strengthen weekend social activities for regular students?

* (re #1 and #2) The opposite seems to happen: adult students bring more money to the general fund and ultimately for daytime recruitment.
* (re #1) Having the LRC open for Weekend College students would be a bonus for regular students.
* (re #5) Weekend College program is academic and should not compete with social activities in another sector.

While the Trustees appreciate the need for responding to adult learners' needs, they have many questions.

* To defuse/diffuse concern, shared resources should be identified. Check through budget for those in addition to:

staff
publications
advertising
some physical facilities
computers

Estimates of the numbers in various majors in the evening program were presented. Greg will get the exact figures. We estimate that (1) the ratio of Weekend College majors to present evening program majors will be about 1/2, and (2) will probably be proportional. (3) There will be no majors different from evening program.

Points of Information:

- An Education M.A. from Ashland is being explored for weekend.
- Need for updating or retooling may be on increase for clergy, education, and nursing.
- Weekend College is primarily degree-oriented, but others may take occasional courses.
- Whole program must be offered in weekend structure.
- Real Estate can't be shortened, by legislation.

Questions:

- Is there faculty surplus in any department that would impact offerings?
- How are accrediting agencies responding to shortening contact hours?
  - * They are accepted, as are independent studies, correspondence courses, internships, etc.

Committee's direction now:

- Prepare a staffing grid for 3 majors in a full degree program.
- Outline curriculum course cycles.
- Plan several scheduling formats.
- Compile adult learner characteristics.
- Staff development.
- Extra services
- Overnight accommodations
- Majors to be offered

Future Committee agenda should include:

- few more discussion items
- other resource persons
- summer meeting schedule

Next meeting:

- Greg and Don Bulthaup will prepare a sample staffing grid.
- Try to secure a Hiram professor for Committee resource.
- will be Tuesday, July 9, from 7 - 9 P.M. in T-206.
  President DeVore will be attending this meeting.

Mary Cay Wells,
Recorder

Weekend College Committee
Minutes
July 15, 1985
7:00 p.m.

Present were: Sylvia Vance, Brent DeVore, Becky Dixon, Roy Reeves, Pat Kessler, Greg Longacre, Jerry Hoffman, and Mary Cay Wells.

Three items were on the agenda:

1. Brent DeVore's experience with Hiram's Weekend College
2. Class Schedule options
3. Teleconference with Hiram personnel

Agenda Item 1: Brent DeVore's views and experience with Hiram's Weekend College

Planning, Tooling Up, and Launching:

- Because of declining student enrollment and stable faculty numbers, Hiram needed, out of necessity, to locate other markets.
- Hiram's Weekend College was first in Ohio.
- Hiram is centrally located between Akron, Cleveland, and Warren markets.
- Visited Mundelein College for ideas; consortium marketing study was used.
- Initial resistance to the plan, but was okayed by faculty based primarily on faith in the integrity of the faculty to be involved.
- Now, as initially, Weekend College instructors are almost 100% fulltime Hiram faculty.
- Program was introduced to the public in press conference with networks attending; Director of Weekend College was selected from faculty ranks.
- One floor of a residence hall was dedicated to Weekend College student overnight use, including a lounge area.
- The overnight packages sold out very quickly.

Schedules and Students:

- Eight time blocks were identified and classes assigned to two times each weekend (Friday, Saturday, and Sunday).
- Alternate weekends were scheduled; use of opposite weekends for classes is possible but discouraged.
- This allows Weekend College students to have a break from classes and regular students to have the campus to themselves.
- 12 to 15 students were hoped for; 40 signed on the first year.
- Average age was 35.
- Housewives were expected, but Weekend College student body was composed of 60+% women who were already working and who wanted upward career moves.

- After initial publicity, students were attracted mostly by word of mouth.
- Weekend College market differs from evening program constituents; the programs are essentially not in competition with each other.
- Hiram found students attracted to Weekend College because of job constraints and the necessity to continue working; personal preference; the opportunity to give full, uninterrupted attention to classes.

Courses and Majors:

- 5-hour courses
- 5 standard majors: Social Sciences, Business Management, Communications, Allied Health, and Humanities/Fine Arts.
- Not lock-step offerings
- Courses were structured for independent student work and much outside preparation and reading.
- Some students had difficulty with this.
- Regular and Weekend College students came to regard their own programs as more demanding than the other.

Faculty:

- Tried to avoid overloads (over 7 courses each school year).
- If one taught weekends, he/she had two other days off.
- Faculty could be reached between Weekend College weekends.
- (How faculty learned/were trained to plan courses with fewer contact hours is a good question for the teleconference).

Important Points from Hiram Experience:

- Weekend College students need a place identified as Weekend College Office, open when they are on campus.
- Services such as library may need to be available at odd hours, i.e., from 10:30 p.m. to midnight after classes.
- Program staffed with fulltime faculty helps insure its quality.
- There is an untapped market, responsive to the unique advantages of Weekend College.
- Faculty readily adapted to the schedule and satisfaction was evident after some initial misgivings.
- All three directors were successively drawn from faculty ranks, one having gone on to direct another program.
- Hiram recommends the alternate weekend format.

Considerations for Otterbein:

- Our faculty are faced with overloads, rather than reductions-in-staff.
- If we were highly endowed, at the $30 to $40 million level, we wouldn't need Weekend College.

- Our evening program generates $800,000, usable for the regular program which loses 30¢/ each $1. A Weekend College is expected to have a similar monetary result. (We may have 20 fewer students in 85-86 than last year).
- We need to work out projected staffings. Maintaining 50% (or whatever) fulltime faculty in regular, evening, and Weekend College programs is a major concern.
- Developing a Weekend College program forces us to look at traditional course offerings.
- Weekend College program would not be in addition to evening program; probably each would be (re)designed to fit into the other.
- Faculty load combinations are another concern, i.e., teaching one course on a regular schedule, plus a weekend course equals a normal load, but six days of teaching.
- Adult students want to have their entire program projected, including completion date. Can we do this?
- We have a room-scheduling problem, exacerbated by any course longer than one hour, when others aren't.
- We would likely need to train additional faculty (other than fulltime) for teaching in the Weekend College structure.

Recommendations/Future Action:

- Brent DeVore suggests looking at B.W.'s program which offers a wide range of educational services, including a package of courses, meals, books and materials for a flat fee. B.W. is willing to guarantee the quality of faculty used.
- We need to think about structures other than quarters and/or semesters.
- Work out all aspects--schedule, majors, format, faculty, etc.--before presenting for consideration.
- Incorporate what we do best into Weekend College, rather than rescue under-enrolled programs.
- Committee will vote on the Weekend College issue after the position paper, faculty/staff discussion and input, and final report.-

Agenda Item 2: Class Schedule Options

- Greg presented several schedule options.
- Consensus was to stay away from Sundays.
- A six-frame schedule was suggested instead of the usual eight:

Friday	1	2		
Saturday	3	4	5	6

Blocks could be paired 1-3, 2-5, and 4-6 to maximize the time between each set of class meetings, an arrangement considered essential.

Agenda Item 3: Teleconference

- Invited to respond to our questions will be acting Dean, current Weekend College Director, and one Weekend College faculty member.

-

- Estimate 1 to 1½ hours.
- Jerry Hoffman will make arrangements for place and equipment.
- Brent and Greg will line up Hiram people and select the best time, respectively.
- Committee members who will be absent are asked to prepare questions.
- Conference will be audio-taped.

Next:

- Teleconference scheduled for (Thursday, August 1, at 9:00 A.M. (Kroger Marketing Office (Suite 2D) at (615 Copeland Mill Road
- We next need a staffing grid for three majors in a full degree program, and an outline of course cycles.
- Next regular meeting will be determined at the teleconference.

Mary Cay Wells,
Recorder

OFFICE OF CONTINUING EDUCATION
TOWERS HALL, ROOM 100
OTTERBEIN COLLEGE
WESTERVILLE, OHIO 43081
(614) 890-3000, Ext. 1356

To: Sylvia Vance, Roy Reeves, Pat Kessler, Jerry Hoffman, Becky Dixon, Jim Bailey, Mary Cay Wells
From: Greg Longacre
Date: July 26, 1985

Thanks to the generous assistance of Bill and Jerry Hoffman, we will hold our teleconference on Thursday, August 1, at 9:00 A.M. at the Kroger Marketing Office, Suite 2D, 615 Copeland Mill Road in Westerville. Copeland Mill Road is located 1/2 block north of the Cleveland Ave. and Schrock Rd. intersection, almost straight across from the Sharon Woods Park entrance.

The individuals at Hiram College who we will be talking with are:

1. Ed Smerek, Acting Dean of the College

   - 17 years teaching experience (7 yrs. at the University of Pittsburgh, and 10 years at Hiram); holds the rank of Full Professor in Mathematics at Hiram.
   - when he was a faculty member at Hiram, he was elected Chairman of the Faculty by his peers, and represented the faculty's concerns to the administration.
   - prior to assuming his current responsibility as Acting Dean of the College, he served as the chief administrator in charge of Hiram's Weekend College.

2. David Fratus, Director of the Weekend College

   - 20 years teaching experience at Hiram; holds the rank of Full Professor in English.
   - when he was a faculty member at Hiram, he was elected Chairman of the Faculty by his peers, and represented the faculty's concerns to the administration.
   - he has been the Director of the Weekend College for the past 5 months.

Ed is still in the process of trying to get a third person (faculty member) for the teleconference.

I look forward to seeing you at the meeting.

cc: President DeVore
Vice President Bulthaup
Kathy Booth

SUMMARY OF TELECONFERENCE AUDIOTAPE
August 1, 1985

Present were: Jim Bailey, Roy Reeves, Pat Kessler, Sylvia Vance, Mary Cay Wells, Becky Dixon, and Greg Longacre.

The information covered in the teleconference has been grouped by topic and summarized. For further reference, see the complete 29-page typescript.

History

- 2½-3 years were spent developing the Weekend College concept
- Inspired by Mundelein College
- Hiram had no previous experience working with adult students
- Final vote to undertake the venture was 60-6; resistence, which had been strong in some areas, just vanished in the end.
- Started September 1977; have 300 grads now

Promoting the Concept Internally

- Otterbein has the advantage of using other programs as resources
- Goals should be: teaching, good advising, and faculty cooperation, then enthusiasm

Course Development and Staff Development

- Faculty were essentially given $1000 stipends from Gunn Foundation Grant to develop their course formats on their own.
- The personal experience of just doing it was effective.
- No formal end product except syllabus.
- No formal staff development for adjunct professors.
- Have not individualized projects or readings, but do use the Independent Study format
- Courses have more out of class readings
- Students might need to do work on their own in a local library or visit a site
- For difficult courses such as two five-hour accounting sequence, the hours were spread 3-3-4 over three terms
- Best staff development was regular meetings of faculty the first year to share experience and trade ideas.

Start-up

- Personal calls to education and personnel people in major corporations gained support for a necessary core of students.
- No special deals were made with businesses.
- Now that these relationships are established, fewer calls are necessary.
- Because it was a unique venture in Ohio, Hiram had a lot of free media attention when they opened.

Recruitment

- Most of the enrollment comes in during the last month.
- Heaviest recruiting, therefore, is done in August, by radio and newspaper blitz
- Best recruitment is referral by other adult students--80% of these referrals sign up.
- Hiram advertises a "traditional education in a non-traditional format."

Screening

- Personal interview required--about an hour.
- Very few rejected, probably accept 90%+.
- Students with very poor previous records often do well in their "second chance"
- Large number transfer credits in--evidence of ability to do college work.

Structure

- Quarter system
- Classes alternate weekends for six weekends each quarter.
- Classes held Friday night, Saturday, and Sunday morning.
- One five-hour class might meet for two hours Friday, Saturday, and Sunday. (NOTE: 6 hours x 6 weekends = 36 hours which is contrary to a later statement that classes meet 24 hours, page 13 of typescript.)
- Summer School is 6 Saturdays in a row, four hours each Saturday, in 2-hour blocks
    - Can take 2 courses, except lab courses
    - Some luck with 3-4 hour blocks on Friday nights for studio-type courses

Faculty Load

- Weekend College assignments are part of 7-course load
- Economics and Management instructors usually are on overload.
- 75% of Weekend College faculty are fulltime faculty
- Most of adjunct faculty are in Economics/Management.
- Some retired faculty are used
- Director/Dean's position considered half-time; best not to teach also on weekends.

Student Course Load

- Average load is slightly under 10 hours
- Norm is taking two courses each quarter
- 10-15% of students transfer no credits in and finish in 4 years:
    - increase load to 3 courses as they feel comfortable doing so
    - take 2 courses in the summer
    - 1 course in 3-week December interterm
    - 1 quarter study abroad adapted to Weekend College and these students go to Europe for 2 weeks and take 1 course with a Hiram professor
    - Many students earn 60 credit hours a year

Costs

- Charge less than traditional students
- No college financial aid for adult students
- $99/credit hour in 85-86
- 2/3 to 3/4 of adults are getting some assistance from their corporations
- Hiram encourages and helps them apply for state or Federal $, if eligible

Weekend College Students

- Average age 34-35
- Almost all have jobs
- More aggressive in class discussions, asking questions, challenging the instructor
- Some inspiring success stories among adult students; a very few are weak.
- Students respond well to their special treatment
- Motivation usually makes up for deficiencies in previous academic preparation

Course Offerings

- 5 majors: Humanities and Fine Arts
  - Social Science
  - Business Manager (biggest program)
  - Communications
  - Allied Health
- Several workshops offered for 2 hours credit at Saturday lunch time:
  - Spread Sheets
  - Word Processing
  - Word Power
  - Summer Reading (1 novel)
  - Stress Management
- Workshops allow students to be "full-time" (12 hours) without taking a third five-hour course

Expectations

- Faculty make expectations clear in syllabus first weekend
- First assignment is mailed 2-3 weeks before quarter starts; due first class.
- Attendance--see "Policies"

Services

- Some special faculty are assigned as advisors (even though may not be teaching), paid a little extra to be available on college weekends.
- To bridge the two-week gap between college weekends:
  - weekend faculty are readily accessible by phone in 2-week interim
  - generous office hours on college weekends
  - other college staff helpful in 2-week interim
- Over half stay overnight in dorms, 1 or 2 to a room, according to requests
- For writing problems, individual help within the class structure
- Parking not a problem
- Library open 7 days a week, 8:30 - 11

Policies

- Weekend College students go through same procedures as regular students for credits transferrable, probation, dismissal, and graduation requirements.
- Offer CLEP credit
- Will accept up to 90 hours in transfer, experiential, and CLEP credit combined
- A few traditional students in Weekend College classes
- Student absences:
  - attendance taken each class (visibly)
  - Students asked to contact office or instructor if they miss
  - Make up work; excused
  - If no contact, Weekend College office calls student to determine the problem
  - No "rules" but "excuses had better be good."

Problem Areas

- A few students don't want to do the work.
- Foreign language instruction is still a problem
- Computer Science a problem because of lack of accessibility to computers between college weekends
- Math, and especially science courses with lab requirements are problems.

Problem Areas (continued)

- Hiram deans believe Weekend College would compete with night school, because they have had so many dropouts from other night schools. (NOTE: This has not been the experience in other colleges with both.)
- Janitorial services on weekends can be a problem
- Enrollment dips the year after a business recession.

Selling Points for Hiram

- Dorm space and dorm life
- Literature courses, partly the content, and partly the professor
- Interdisciplinary courses

Suggestions

- Be careful how majors are chosen
- Visit other Weekend Colleges
- Emphasize that this is the same degree being given other students
- Open Houses for Otterbein are more feasible than for Hiram
- It would have been useful to have Gunn Foundation Grant money the third and fourth years also.
- Regular faculty sharing sessions should be built in
- Don't make too much publicly of the differences between traditional and adult students

More on Course Offerings

- Workshop topics haven't had to be approved by faculty review committees
- Actual courses are laid out one year ahead
- Requirements for graduation are known by the students at the start
- Deans monitor the offerings so the courses--25 more or less each quarter--meet the students' needs

The future looks bright for Hiram's Weekend College program!

After the teleconference the Committee decided to schedule visits to other Weekend College programs on Saturday, September 21, deploying one carload to each. Each car might include a couple Committee members and a couple faculty or staff not on the Committee. Plan is to visit a couple classes, talk to administration, faculty and students.

Save Tuesday, September 10, at Howard House, at 9:00 a.m. for next meeting.

Mary Cay Wells
Recorder

Weekend College Committee
Minutes
September 10, 1985
9:00 a.m. at Howard House

Present were: Pat Kessler, Jim Bailey, Sylvia Vance, Jerry Hoffman, Roy Reeves, Greg Longacre, Bob Place, and Mary Cay Wells.

Committee's attention was drawn to the fact that some of the Saturday visits to Weekend College programs in Ohio will be made on September 28 as well as September 21.

Greg invited Committee input for Jim Bailey's use as he facilitates two 45-minute sessions on Weekend College concept at Faculty Conference tomorrow. After several suggestions and general discussion, Jim's instructions appear to be:

1. Present basic information on Weekend College concept
2. Give a "progress report" of the Committee to date, emphasizing that no decision is made; we are still seeking information and input.
3. Outline the process for airing the concept and seeking input:
    - On-site visits to 5 Ohio locations 9-21 and 9-28. Interested students, faculty and staff welcome to go along.
    - Greg, with others, will prepare Committee's Preliminary Report for information and discussion, by October
    - Faculty Forum for full discussion will be scheduled in early November (possibly November 6)
    - Regular students and ADP students will have their own forum for full discussion as well.
4. A recorder will be present at each session at the Faculty Conference.
5. General tone of the sessions will be informational and "unpolarized" vs. defensive or persuasive.

Greg may have the opportunity at Faculty Conference to invite interested others to accompany Committee members on 9-21 and 9-28.

Greg accepted date and site preferences of Committee for Weekend College visits.

Greg will report to Senate at October 2 meeting.

Greg will work through Dean Van and Bob Gatti to identify and invite students to make on-site visits with the Committee. They may be contacted by phone, letter, and/or through Otter-vine.

Next meeting will be Monday, September 30 at 3 p.m. in T-206.
We will review the staffing grid and hear reports on the campus visits. Each team should prepare a one-page written summary of its visit, and bring to the meeting.

Mary Cay Wells
Recorder

WEEKEND COLLEGE COMMITTEE
October 28, 1985 at 3 p.m.
Howard House

Present were: Pat Kessler, Bob Place, Jim Bailey, Greg Longacre, Don Bulthaup, Sylvia Vance, Jerry Hoffman, and Mary Cay Wells.

Discussion of Weekend College visits will be deferred to next meeting to allow all reports to be completed and read.

The following comments stemmed from examining the tentative first year schedule, with its staffing implications:

- A student's entire program is intended to be available in Weekend College, but he or she may choose to take an evening class.
- Sylvia Vance strongly recommends spreading ten hours of foreign language over three terms: 3-3-4, based on experiences at other Weekend Colleges.
- The major concern now is staffing. Dr. Bulthaup addressed this from several aspects.
  - Some departments will be affected more than others, e.g., Business, English, Speech and Math.
  - The following guidelines should apply to Weekend College staffing:
    1. 50% of Weekend College faculty will be regular Otterbein full-time faculty.
    2. Part-time faculty teaching daytime students will not increase to accommodate above ratio.
    3. Teaching loads will not increase.
    4. Overload restrictions will remain the same--two courses each academic year, not including summer.
  - Only when part-time loads in a given department reach 10-11 courses, is another faculty person likely to be added. (Guidelines for part-time faculty may need to be adjusted for smaller departments).
  - Most departments don't approach needing another, although English, Business, Math/Computer Science, Speech, and possibly Foreign Language warrant monitoring for this possibility.
  - Unless a department is well over the 10-11 guideline, it would be prudent to assess after the first year, adding staff then, if needed. We plan to start small, so the 12-course-per-term schedule can probably be handled. No staff would be added the first year as a result of starting Weekend College.
  - The dean wants to propose an extra compensation for re-doing a course to teach the first time in Weekend College. (Baldwin-Wallace offers $150.)
  - Revamped courses may require new materials (videotapes, computer programs?) which will take time. Seeking funding through the consortium is a possibility.

- Also first year, the possibility of a lighter teaching load might help compensate for the extra work whenever a new course is developed and taught.

Comments by others:

- NEH monies will begin July 1, a possibility for developing humanities classes for Weekend College as well as for regular program.
- Some schools require Weekend College faculty to have taught first in regular or evening programs. We may need to move regular faculty to Weekend College, use some part-time faculty in daytime, and use part-timers in Weekend College who have taught for us before.
- Above shifting would be for first year only.
- We might offer two science courses in the evening program, instead of three, freeing one for Weekend College.
- Biggest faculty concern is teaching five days a week, plus a Weekend College class. This could be overcome by use of modular scheduling, e.g.,

5 credit hour classes	1½ hours on 3 days
4 credit hour classes	2 hours on 2 days

Advantages include:

- gives same 7 blocks of "prime time" plus 2 free hours a week
- 2 free afternoons for labs
- some individuals could teach as few as two days during the week
- could end up with 9 blocks of time for classes
- would help nurses' schedules

Don Bulthaup commented on long-range staffing based on long-term enrollment projections:

- Decrease in traditional age population to under 1000 by 1995 based on present transfer and retention patterns, and on decrease in pool of high school students.
- Further negative factors could be cutbacks in federal financial aid (100 students would drop immediately). Nursing is experiencing a drop.
- Positive factors could be football recruiting (15+) and the expected marketability of new Speech/Communications major.
- By 1990 several retirements will have occurred, but the changes will be internal.
- Regular enrollment to the 1990's, therefore, will be fairly flat. Weekend College, justifying slightly larger fulltime faculty, helps all programs.
- Adult programs help the marketing of the regular program, and Weekend College is expected to, also. We need to start planning now.for the future pinch. Weekend College is seen as one possibility.

Further comments and questions:

- Staffing for Weekend College is a chance to add staff and help eliminate some part-time positions.
- It would be reasonable to expect a firm commitment to add faculty after the first year, included in initial approval of Weekend College.

- At Findley, the added Weekend College program enhanced day and evening programs, and vice versa.
- Can we operate on a voluntary basis, i.e., if one doesn't want to teach in Weekend College, one doesn't have to?
  - Yes, voluntary for current faculty
  - Problem with the demand for Business courses, but course start-up compensation might help
  - New hirees will have possible Weekend College assignment as part of their contracts
- Group consensus: It should be part of Weekend College policy that a course be taught first in its "original" form in the regular program before being taught in Weekend College.
- North Central's view of weekend formats?
  - North Central looks at the regular program. If quality is high, they expect to find same quality when the faculty teach adults also.
  - North Central is encouraging colleges to explore other formats.
  - North Central focuses more on the degree of match between mission statements and actuality. Findley has changed its mission statement to reflect Weekend College. (Otterbein may need to do the same.)
- Findley requires a minimum age 23 for admittance to Weekend College. Their faculty view Weekend College courses more as graduate level.
- Hiram faculty observed that the success of the program depends upon student motivation and the climate of hard work.
- Weekend College, especially when meeting alternate weeks, allows flexibility for students in preparing; it alleviates some complaints about work load.
- Jim Bailey mentioned the following questions which will likely be raised:
  - How did we arrive at the number of courses?
  - How many students do we have to have to start, stay in business?
  - How much money to keep open the library, LRC and bookstore? (Gren Longacre: This will just have to be done the first year. We'll hope to break even, that direct income will offset new expenses (not room rent). Must be built into '86 budget as part of initial commitment.)
  - When do we evaluate and on what basis--$$'s, impact on campus, number enrolled and/or. . .?
  - Problem with identifying overload differently in different departments. Could be quantified, but Dean prefers not to, would prefer dealing fairly with what is an overload and what isn't.
- Need to clear up (nail down?) individual first year teaching assignments.
- Informational meeting for faculty will require 3 hours. Suggest interterm; calendar will be checked for a free half day.

- Will invite four faculty, two each from Baldwin-Wallace and Hiram, as resources for the December open session.

Future agenda will include:

- Budget
- Summary of rest of visits
- Other faculty issues
- Summary of whole inquiry into Weekend College.

Committee will meet Thursday, November 21 at 3 p.m.
We will meet in the living room of the Howard House.

Mary Cay Wells
Recorder

November 20, 1985

Report to the Board of Trustees on the Activities of the Weekend College Task Force

I. The Beginnings:

1. President DeVore asked the Director of Continuing Education, Greg Longacre, to visit several Weekend College programs in Ohio. A report on these visits was submitted to President DeVore in mid-March 1985 with a recommendation that the College further explore this possibility.

2. President DeVore asked that a Weekend College Task Force be formed, and the group began meeting at the beginning of May. Members of the task force:

Mr. Greg Longacre, Chairperson
Dr. Mary Cay Wells, Secretary
Dr. James Bailey
Prof. Becky Dixon
Prof. Jerry Hoffman
Mrs. Pat Kessler
Dr. Robert Place
Dr. Roy Reeves
Dr. Sylvia Vance

II. Activities of the Task Force:

1. The task force met eight times during the period from May to October. Additional meetings on November 21 and November 25 will complete this group's discussion for the preliminary report.

2. Groups composed of task force members and students (both traditional age and ADP students) visited Weekend College programs at Hiram College (Sepember 28), Heidelberg College (September 28), Baldwin-Wallace (October 5), Mount Saint Joseph College (October 19) and Findlay College (October 28).

3. Open forums will allow members of the campus community to discuss Weekend College possibilities for Otterbein. The forum for faculty and administrators will be held on Tuesday, December 10; copies of the preliminary report of the task force will be made available to faculty and administrators prior to this forum session. Four guests will be present--faculty and administrators involved in Weekend College programs at Hiram College and Baldwin-Wallace.

A forum session for students regarding Weekend College will be planned to take place for early in the winter term.

4. Following the first forum session, the task force will submit a report to President DeVore. (Copies of this report will be available to Trustees, on request to Greg Longacre, Director of Continuing Education.)

This report will be a basic reference document for the normal process of campus decision making in regard to the question of establishing a Weekend College.

III. Sections to be included in the preliminary report of the Task Force: (Most of this material has been compiled and written; the November 21 and 25 meetings of the task force will settle on final items.)

Brief history and definition of Weekend College programs
Overview of the study procedures of the Otterbein task force
The adult learner
Serving the adult learner
    (A survey of several other Ohio Weekend College programs including degrees, staffing, support services, advertising, and program evaluation)
Summary of reports by Otterbein visiting teams at other Weekend Colleges
Calendar and class schedules
    (The possibilities for Otterbein, utilizing Friday evenings and Saturdays on alternate weekends within each term)
Otterbein enrollment since the beginning of the ADP program
Projected budget for a first year of a possible Weekend College
Faculty issues

Appendices:

Initial interviews at Weekend Colleges by the Director of Continuing Education
Details from calendar and schedules, other Ohio Weekend Colleges
Possible Weekend College schedules for 1986-87 (Otterbein) (list of classes)
Enrollments at other Ohio Weekend Colleges
Majors available, other Ohio Weekend Colleges
Staffing (Administrative and Secretarial), other Ohio Weekend Colleges
Support services for other Ohio Weekend Colleges
Geographical distribution of student population, other Ohio Weekend Colleges
Overnight accommodations, other Ohio Weekend Colleges
Advertising budgets, other Ohio Weekend Colleges
Reports from the Otterbein visiting teams at other Weekend Colleges
Otterbein College enrollment, 1975 to present
Otterbein projected enrollment through 1995 (traditional age students)

IV. Some major points from the preliminary report (policy):

A. "The Weekend College Task Force decided to consider a basic Weekend College delivery system in which students attend every other weekend during the quarter for a total of six weekends. This would allow for twenty-four scheduled classroom hours for a five quarter-hour class, approximately half the contact hours of a "regular" class. The decision to look at this delivery system was based primarily on the belief that most adults have the ability to assume more responsibility for their own learning."

B. "The task force feels very strongly that the college needs to maintain its commitment to the policy that at least 50% of the instruction in college credit at non-traditional times be staffed by the full-time faculty. The members further recommend that this minimum of 50% be maintained separately for Evening and Weekend College."

WEEKEND COLLEGE COMMITTEE
November 21, 1985 at 3 p.m.
Howard House

Present were: Pat Kessler, Jerry Hoffman, Greg Longacre, Sylvia Vance, Jim Bailey, Roy Reeves, Bob Place, and Mary Cay Wells.

A correction was made to minutes of October 28, 1985: The statement on page 1, "Part-time faculty teaching daytime students will not increase to accommodate above ratio," should be followed by, "The first year will need to be an exception."

Discussion about the status of our report ensued.

- Is this a proposal?
- Should we propose a model for discussion?
- At what point do we poll ourselves?
- Will we make a recommendation later?

Several conclusions:

- We are still open; the faculty forum December 10 is part of the discussion phase.
- The report has factual features. Our role is to gather data, not recommend, yet.
- We'll poll ourselves after the faculty forum.
- We may recommend when the report goes to the president for review.
- Our sponsoring the Senate bill is a possibility.

Sylvia Vance read portions of the brief summary she prepared for the Trustees.

Some minor modifications were made to the report summary prepared by Bob Place. This summary will be placed at the end of the report which will be sent to all full-time faculty (and others upon request) in time for reading before the December 10 forum.

Group decided to suspend work on the summary and use time fine-tuning the draft of the report.

Student forum will likely be scheduled on Wednesday or Thursday of second week of winter term. Its purpose will be both to inform and to elicit student reactions and input.

Next meeting, to finish business on the agenda, is Monday, November 25, at 3:00 p.m. at the Howard House.

Mary Cay Wells,
Recorder

To: All Faculty
From: Weekend College Task Force
Date: November 22, 1985

As part of the Inter-Term Workshops, the Weekend College Task Force is providing an Open Forum for you on Tuesday, December 10, from 1:00 - 4:00 P.M. in Riley Auditorium in Battelle Fine Arts Center. The task force is interested in your input before we complete our final report, and we would like to promote an open discussion of the idea.

We have also invited four people to join us from Baldwin-Wallace College and Hiram College who are involved with their own Weekend College program. Some information on them is provided below.

Baldwin-Wallace College

1. Don Vance, Dean of Continuing Education
   - 20 years teaching experience at Baldwin-Wallace; holds the rank of Full Professor in Political Science.
   - he has been Dean of Continuing Education for the last 3 years.
2. Calvin Smith, Full Professor in the Department of Biological Science
   - 20 years teaching experience at Baldwin-Wallace.

Hiram College

1. David Fratus, Acting Dean of the Weekend College
   - 20 years teaching experience at Hiram; holds the rank of Full Professor in English.
   - when he was a faculty member at Hiram, he was elected Chairman of the Faculty by his peers, and represented the faculty's concerns to the administration.
   - he has been the Acting Dean of the Weekend College for the past 9 months.
2. Craig Moser, Associate Professor of Economics and Management
   - 9 years teaching experience at Hiram.

Sometime next week you will be sent through the campus mail a draft of our report on Weekend College. We would like to ask you to read the report before the December 10 meeting so that you are more knowledgeable about Weekend College.

This invitation and the report are being sent to all full-time faculty. Part-time faculty are also welcome to attend and can contact the Continuing Education Office for a report.

Look for the draft of the report next week, and definitely plan to attend this important open forum.

WEEKEND COLLEGE COMMITTEE
November 25, 1985 at 3 p.m.
Howard House

Present were: Pat Kessler, Jim Bailey, Greg Longacre, Bob Place, Sylvia Vance, Jerry Hoffman, Roy Reeves, and Mary Cay Wells.

Minutes for November 21 were approved as distributed.

Report is nearly ready for printing and distribution.

The Weekend College Issues page prepared by Bob Place, more highlights than summary, will be sent along with the December 10 meeting reminder.

Plans for Open Forum were reviewed and discussed. Greg Longacre will moderate. Agenda will include:

1. General welcome.
2. Introduction of four guests.
3. Acknowledgment of Committee and its hard work!
4. Five- to ten-minute presentations:
   - Why Weekend College and inquiry process. . . . Mary Cay Wells
   - Features of a Weekend College. . . . . Bob Place
   - How a Weekend College would affect faculty and teaching . . . . .-. . . . . Jim Bailey

   Questions will be held until question-answer time with four guests.
5. Summary by each of guests of own program and his personal involvement in it.
6. Questions and answers, using Hiram and Baldwin-Wallace guests as major resource.
7. Break for ten minutes; refreshments in Battelle lobby.
8. Resume questions, with Dean Bulthaup and President DeVore responding and/or commenting last.
9. Outlining next steps. Group may make written comments if they wish; half-sheets will be available.

Arrangements were discussed and assigned.

- Stage will not be used.
- Pat Kessler will check Riley Auditorium and possibility of using low risers for chairs at front of auditorium.
- Jerry Hoffman will see about hot drinks, cheese, crackers, and grapes for break.
- We will all urge colleagues to attend; most clusters of faculty mailboxes will be covered with someone posting a notice nearby.
- Bob Place will write the reminder memo, to be mailed to home addresses. It will include a reminder that no decision is made yet; that this is an open forum for discussion of all issues; and that participation in the forum is part of the decision process.

A Student Forum was discussed, with following conclusions:

- Possibly hold it at 3 p.m. before first Senate meeting, January 22.
- Invite all interested students, but focus on student senators, department representatives, and those students who made Weekend College visits to other program.
- Send copies of Report to latter group ahead of time.
- Get T&C exposure.

Committee was reminded that:

- We will alter the final draft of the Report to the president, if necessary.
- After assessing the tenor of the Open Forum, and after polling ourselves, the Committee will recommend that Weekend College is/is not a feasible approach to adult education at Otterbein.

Committee will meet December 10 at 4 p.m..immediately after the forum, place to be determined.

Mary Cay Wells,
Recorder

To: All Faculty
From: Weekend College Task Force
Date: November 25, 1985

The draft of the report on Weekend College is attached for your review. We would like to ask you to read the report before the Open Forum on Tuesday, December 10, at 1:00 P.M. in Riley Auditorium in the Battelle Fine Arts Center.

Your attendance at the December 10 meeting is important! We hope to have all faculty and administrators in attendance so that we can have an open exchange and so that all of us can become better informed about this possibility for Otterbein.

When the Weekend College Task Force was first formed, we set as one of our objectives to provide opportunities for all faculty, administrators, and students to participate in the information-gathering and decision making process. Besides the opportunity to visit other Weekend Colleges at the beginning of Fall Term, we are now pleased that we can also provide this Open Forum with guests from other Weekend College campuses.

The task force members thought it would be helpful to inform you of the process that will occur after the open forum.

1. The Weekend College Task Force will finalize the report to President DeVore after the open forum on December 10th. The task force will also make specific recommendations to the President.

2. An informational meeting will be provided for all students at the beginning of Winter Term.

3. President DeVore will review the report and recommendations, and determine whether a Senate Bill should be developed so that the campus may decide on instituting a weekend college for Otterbein. If so, the bill would be sent to the Curriculum Committee and Administrative Council. Finally, it would be reviewed and voted on by the Senate.

See you at the Open Forum!

PLEASE, PLAN TO COME TO THE INTERTERM WORKSHOP ON THE WEEKEND COLLEGE.

Tuesday, December 10, 1-4 P.M., Riley Auditorium in Battelle Fine Arts Center

It is important that you come to this workshop. We need you to learn more about the weekend college concept, ask questions, and provide feedback. There will be four invited faculty and administrators here from Baldwin-Wallace and Hiram to help answer our concerns. We have worked hard as a committee and we want to share our perceptions with you. We will decide on the final form of our recommendations to the President after the workshop. After the report is made to the President, he will decide whether or not to submit a proposal to Administrative Council and Curriculum Committee for further consideration.

Enclosed is a condensed version of the major features and issues involved with weekend colleges. It is intended primarily to pull together in summary form the material in the report which you received right after Thanksgiving.

Thanks, and see you on the 10th.

Weekend College Task Force

Greg Longacre (Chairman)
Jim Bailey, Becky Dixon, Jerry Hoffman,
Pat Kessler, Bob Place, Roy Reeves,
Sylvia Vance, Mary Cay Wells

WEEKEND COLLEGE ISSUES

Many questions and ideas evolved during the task force's study of weekend colleges at six Ohio colleges.

A. Why should we seriously consider adding a weekend college to our program?

1. Projections show a declining number of traditional-age students in Ohio. (For Otterbein, the projected loss is 164 students during the next decade.) Institutions that fail to address this probable decline face great risks. A weekend college is one significant way of dealing with the problem of declining enrollments.

2. Weekend colleges have generally been money-makers.

3. Otterbein has the opportunity to enter a relatively new market. Only 20% as many students are in weekend colleges in the Columbus area as in the Cleveland area.

4. Our current evening program expertise gives us a head start in developing a weekend program, and evening programs have not been seriously affected by adding weekend majors. At the institutions studied, there are apparently different markets for students interested in the two options. Weekend college makes a degree program available to students unable to attend evening classes.

5. The educational needs of learners are becoming increasingly diverse.

6. Facilities are utilized better.

7. We generate many new alumni to donate to, talk about and recruit for the college.

B. What are important features of a weekend college?

1. Weekend college courses primarily meet every other weekend.

2. Only non-traditional-age students take courses at most schools. (Occasionally traditional-age students who meet a grade-point requirement are allowed to take weekend college courses.)

3. All or parts of Friday evening, Saturday and Sunday are used for classes at the various Ohio schools. Two schools exclude Sunday morning.

4. Classes normally meet in one (4 hour) or two (2 hour) time blocks (see Appendix C), yielding about half the number of contact hours.

5. All courses required for a degree are available on weekends. Schools offer from three to seven majors, with business and communications as popular majors.

6. Enrollment generally starts at 75 to 100 students and increases steadily.

7. Students often prefer weekend courses to evening courses because they have the week's work behind them and feel fresher for the class sessions and because less frequent class meetings allow them more control.

8. Full-time day students interact little with weekend students since they are not normally allowed to take weekend courses; however, the entire student population benefits from longer library and bookstore hours, more faculty office hours, increased work-study jobs and some newly redesigned courses.

9. The average cost per quarter hour of credit is $93. If we add a weekend program, our cost will be the same as for the evening program (currently $88). Weekend and ADP students will not participate in most of the financial aid programs available to full-time students.

10. Initially, advising of weekend students is done by Continuing Education staff.

C. How will a weekend college affect faculty and teaching?

1. At the institutions reviewed, faculty burnout, despite initial fears, has not been significant. In fact, most faculty seem to enjoy the weekend classes and to be rejuvenated by the motivated students as well as the fewer contact hours.

2. Calculation of teaching load is not changed when schools add a weekend college.

3. According to faculty who teach in both formats, the quality of courses equals regular day offerings.

4. All regular courses have to be reorganized significantly for weekend college and class time has to be used with great efficiency. Independent learning experiences are necessary in weekend courses. If we add a weekend college, we anticipate making workshops available to help faculty adapt courses and facilitating contact with colleagues at other weekend colleges.

5. Courses usually require completion of an assignment before the first class meeting. Testing must be done regularly and grading must be done promptly to provide meaningful feedback.

6. Some kinds of courses (e.g. foreign language, writing, accounting, computer science) are more difficult to adapt to the weekend college format.

To: Weekend College Task Force
From: Greg Longacre
Date: January 8, 1986

The dates for our meetings have been arranged. I think it's important that we all attend the Faculty Forum meeting and that at least four of us attend the other meetings. Please contact me (Ext. 1356 or 1599) about which meetings you will be able to attend.

1. Meeting with the Business and Economics Department.

   Wednesday, January 8th, at 4:00 P.M. in Towers 202.

   Dean Bulthaup will also be attending.

2. Meeting with the faculty sponsored by the Faculty Forum.

   Wednesday, January 15th, at 4:00 P.M. in Towers 250.

3. Curriculum Committee meeting.

   Monday, January 20th, at 4:00 P.M. in Towers 252.

4. Pre-Senate Information Meeting for Students.

   Wednesday, January 22nd, at 3:00 P.M. in Riley Auditorium.

cc: President DeVore, Vice President Bulthaup

To: Weekend College Task Force
From: Greg Longacre
Date: January 20, 1986

Our next Weekend College meeting is scheduled on Friday, January 24, at 2:30 P.M. in the Data Center. President DeVore, Dean Bulthaup, and Mr. Macke will be joining us.

The agenda for the meeting is provided below. Please contact me if you would like to add other items.

AGENDA

1. Major issues raised at the Faculty Forum meeting.

   a. The source of start-up costs (General Fund, quasi Endowment Fund, etc.)

   b. For present faculty, should the voluntary nature of teaching in a weekend program be put in writing?

   c. The scheduling of major weekend events on campus (homecoming, theatre, music, athletics, SAT/ACT testing, student activities). Jerry Hoffman is working with various departments on this area and she will update us on her efforts to date.

   d. Staffing (are we going to hire full-time faculty in the first year?; a tentative schedule of weekend classes for the initial two-three years of a program; names of individuals who are willing to teach in the first year).

   e. Should we have written quality standards? Mary Cay will get input from Larry Cox, who suggested that we have written standards, and report on this at our meeting.

   f. Advertising a weekend program.

2. Meetings with Business Administration and Economics department and Speech Communication department.

   a. Their major concern about whether the college will hire a full-time faculty member for each department if we initiate a weekend program.

   b. Salaries (see attached memo from the Business department).

3. Informational meetings with the Curriculum Committee and with students.

See you at the meeting.

MEMO

To: Greg Longacre, Dean Bulthaup

From: Pat Lewis, R. Dixon, R. Heffelfinger, B. Jones,
D. Jones, Y. Koo, T. Wallenbrock

Date: January 15, 1986

We have just received the Task Force proposal that is to be sent to the Curriculum Committee. As per our discussion (January 8) in the joint meeting of the Weekend College Task Force and the Business/Economics Department, we would like to encourage Task Force members and the Curriculum Committee to reconsider Section 4e., regarding faculty compensation.

Like the ADP evening program, a Weekend College would unquestionably have its greatest impact on us, the Business and Economics faculty. Because of the incentives that we believe are critical to staffing these programs, we would like to recommend the following change in Section 4e.

4e. Salary will be based on the same scale as the summer teaching program (with the minimum salaries of the current scale remaining in force).

Senate Bill 85/86-2

To: Otterbein College Senate
From: Curriculum Committee and Weekend College Task Force
Date: February 4, 1986

The Curriculum Committee unanimously (12-0-0) recommends that the college initiate a weekend college program beginning in September 1986. The Administrative Council (5-1-3) endorses the approval of Weekend College by the Curriculum Committee and urges passage by the Senate.

Proposed: That Otterbein College establish a weekend college program to commence in September, 1986. The program will be initiated with the following elements.

1. Degree requirements for majors in Business Administration and Business/Organizational Communication will be offered on the weekend.

2. Most classes (5 quarter hour classes) will meet every other weekend with four (4) hours of class for each of six (6) weekends. This would allow for twenty-four scheduled classroom hours for a five quarter hour class, approximately half the contact hours of a "regular" class. Final exams will be on the last weekend. The proposal of this delivery system is based primarily on the belief that most non-traditional age adults are willing to assume more responsibility for their own learning.

3. Classes will meet on Friday evening and all day Saturday year-round. The normal class times for the proposed first year class schedule will be as follows:

    Class 1: 6:15 - 8:15 P.M., Friday plus
    10:40 A.M. - 12:40 P.M., Saturday

    Class 2: 8:25 - 10:25 P.M., Friday plus
    1:30 - 3:30 P.M., Saturday

    Class 3: 8:30 - 10:30 A.M., Saturday plus
    3:40 - 5:40 P.M., Saturday

4. Faculty Staffing

    a. At least 50% of all weekend courses shall be staffed by full-time faculty.

    b. Adjunct faculty teaching in the weekend program must be either experienced college teachers or they must have taught first in the day or evening program. With the innovative delivery system of Weekend College, it is important that an instructor have a sense of the traditionally taught course before designing a course that involves half the contact hours of a conventional class.

    c. The method of figuring load will not change from current practices, and overload restrictions for an individual instructor will remain the same--a maximum of two courses for ten quarter hours each academic year, not including summer.

d. A faculty position will be added when a department has a part-time load exceeding 10-11 courses per year (50-55 quarter hours), including day, evening and weekend. This limit might be adjusted for smaller departments.

e. Salary will be based on the same scale as for the part-time and evening programs. Full-time faculty will be paid when the course is an overload. (Compensation depends upon experience and rank.)

f. For the first three years of a weekend program, a $300.00 stipend will be paid to faculty who re-design a conventional course for the first time. Conditions for receiving the stipend include attending the workshop provided, and providing the complete student syllabus to the ADP office at least three weeks before classes begin. This would be a one-time payment to an individual instructor for a particular course.

5. The weekend program is designed for ADP students. Policies and procedures that currently apply to ADP students would also apply to weekend students as well.

6. The cost per hour will match ADP costs.

7. The weekend program would be reviewed and evaluated during the fourth year of operation. The evaluation will be an external as well as internal process.

8. Initial staffing increases in the Continuing Education Office will include a full-time person (approximately 2/3rds-time administrator and 1/3rd-time faculty teaching 2-3 courses per year) and additional secretarial help (approximately 1,600 hrs./yr.). Additional hours will also be needed by the Bookstore, Library, and Learning Resource Center (L.R.C.).

RATIONALE

1. Projections show a declining number of traditional-age students in Ohio. (For Otterbein, the projected loss is 164 students during the next decade.) Institutions that fail to address this probable decline face great risks. A weekend college is one significant way of dealing with the potential problem of declining enrollments.

2. Weekend colleges have generally been money-makers.

3. Otterbein has the opportunity to enter a relatively new market. Only 20% as many students are in weekend colleges in the Columbus area as in the Cleveland area.

4. Facilities will be utilized better.

5. Our current evening program expertise gives us a head start in developing a weekend program. Enrollment figures indicate that adding weekend majors has not seriously affected evening programs. At the institutions studied, there are apparently different markets for students interested in the two options.

6. After reviewing five weekend programs at liberal arts colleges in Ohio, the task force determined that there are a number of adults who prefer or who need to take classes on the weekend. Some adults have job and/or family responsibilities that preclude them from taking classes during the day or evening; some prefer taking classes on the weekend because they are "fresher" or because they can "put family and work responsibilities" behind them and "concentrate on class"; some prefer the delivery system that responds to them "as a responsible adult learner who is capable of assuming responsibility for my learning" under the direction of a faculty member (the quotes are from Weekend College students at Heidelberg College).

   Weekend College students take more quarter hours per term than do evening students at the two colleges (Baldwin-Wallace and Mt. St. Joseph) which offer both delivery systems. The average at both colleges for weekend students is approximately 7 - 7.5 credit hours per term and approximately 6 credit hours per term for evening students. This would help the non-traditional age adult student progress more quickly toward the bachelor's degree and would positively affect retention.

Related Issues

1. Adding hours on the weekend for the Library, Learning Resource Center, and Bookstore would benefit not only a Weekend College student but also all other students.
2. Workshops and developmental support will be provided for faculty preparing to teach on the weekend.
3. Weekend College will most appropriately be staffed by those willing to teach in the program.
4. The study of a modular schedule for teaching courses should be completed soon. If implemented it would allow faculty more scheduling flexibility and would free blocks of time.
5. The unique delivery system of a Weekend College is specifically designed for the non-traditional age adult student. To enroll in weekend classes traditional-age adult students would need to get approval from the Director of Continuing Education and Vice President of Academic Affairs.
6. A major advertising program is planned to promote awareness of Weekend College. It is expected to be no different from current practice - that is, factual and in "good taste."
7. Even though classes would meet every other weekend, there will be occasional conflicts with some other campus weekend activities. A matrix of campus events occuring on the weekend for 1986-87 has already been plotted. Three potentially awkward conflicts surfaced during the year (one each quarter), with parking the main problem. Several solutions are now under consideration to alleviate this. Coordination will be important between the Continuing Education Office and other departments.

8. The ADP Faculty Advisory Committee is developing a set of written quality standards for the ADP program.

9. Source of Start-up Costs

    a. The start-up costs for Weekend College will be taken from funds normally designated for the quasi endowment (not from the general operating budget). It is estimated that Weekend College costs may need to be subsidized by the quasi endowment for two years. Taking money from the quasi endowment is viewed as an investment that should provide a higher yield that traditional investments.

    b. As soon as the Weekend College is profitable, the initial investment will be returned to the quasi endowment fund.

    c. The Weekend College budget will be a discrete budget with expenses and income maintained separately within the general operating budget.

    d. President DeVore has pledged that "as income exceeds expenses and after the quasi endowment is repaid, the first priority for net profit will be general salary improvement. The second priority will be academic program budgets."

10. If Weekend College is approved, a full-time position will be added for 1986-87 in Business Administration-Economics and also in Speech Communication. It is expected that a few additional faculty positions will be needed after the first year.

Copies of the complete report on Weekend College are available from the Continuing Education Office (Ext. 1356).

APPENDIX R

REPORT ON THE FIRST YEAR OF WEEKEND COLLEGE

MEMORANDUM

TO: Administrators, Faculty and Staff
FROM: Greg Longacre, Director of Continuing Education
DATE: May 26, 1987
RE: Enrollment Figures for 1986-87 with Information on Weekend College

One of the things that I agreed to do as a part of our initiating the Weekend College was a report on ADP enrollment after the first year of the new program. I can report to you that most of the figures are very good, and that many of the figures exceeded the projections of the Weekend College Task Force. Our providing another option for adult learners did not affect our evening program enrollment. Quarter hours that we generated in the evening during 1986-87 were up by 19% over 1985-86 figures

This is the second year in a row where enrollments have significantly increased in the ADP program. This is occurring after a plateau in enrollments for the previous four years.

I want to thank the many administrators, faculty and support staff who contributed to the ADP program in 1986-87. Your contributions are appreciated.

1. Student Count

New students

	1986-87	1985-86	% of Increase
Fall	343	260	32%
Winter	174	165	5%
Spring	126	88	43%

Total students

	1986-87	1985-86	% of Increase
Fall	730	591	24%
Winter	693	575	20%
Spring	656	516	27%

Faculty/Student ratio

	Ratio	No. of Classes in 1986-87
Evening	17:1	92
Weekend	16:1	35
Worthington	17:1	10

Comments Before the Fall Quarter, two separate mailings (one announcing Weekend College and the other listing our Fall course offerings) were sent to approximately 225,000 households. Apparently, this advertising was very effective since we produced approximately 70% more quarter hours in Weekend College than the Weekend College Task Force projected. As mentioned at the beginning of this report, we also experienced a 19% increase in Evening College. This 19% increase was particularly surprising since the Weekend College Task Force considered a decline of 5-10% a possibility because other Ohio colleges that we reviewed experienced a 5-10% decrease in the evening program during the initial year of Weekend College.

II. Quarter Hours (Fall, Winter, Spring)

Part-time quarter hours produced

1986-87	1985-86	% of Increase
11,803	8,936	32%

Full-time ADP students

1986-87	1985-86	% of Increase
43	27	60%

Full-Time Equivalent (FTEs) enrollment

(Note: FTEs can be based on quarter hours or income - both methods are provided below)

1. FTEs based on quarter hours produced = 371 FTEs per quarter *
2. FTEs based on full-time tuition = 213 FTEs per quarter

* The method of calculation employed is the one used by Dan Thompson to calculate FTEs (the process: An average of 3,934 part-time quarter hours were produced each quarter. Divide this by 12, and then add the number of full-time ADP students)

III. Weekend College Income and Expenses

The income for 1986-87 Weekend College is much better than expected. As many of you know, we requested that the Board of Trustees set aside $100,000 in the first year of Weekend College, in the event that "direct" expenses for the program exceeded income. We have not needed to use this money.

Also, the Weekend College Task Force projected that the program would not break-even until the third year. I am able to report to you that we almost broke even (including both direct and indirect costs) in the first year of operation!

The Weekend College income (tuition generated) for the year is $240,980. Our expense budget (this was reported in more detail in the final report of the Weekend College Task Force) for the year is $181,850 (of course, the actual expenses won't be known until after the budget year ends June 30th). The vast majority of "direct" costs for the Weekend College are in this expense budget. If we figure indirect costs at the 40% rate we get a figure of $72,740. The direct and indirect costs from the program would then be approximately $254,590. Even though there will be some adjustments when the budget year ends, as you can see, we covered all direct costs and almost all indirect costs.

The first year figures for Weekend College are very encouraging for all of us. As many of you know, with Weekend College, President De Vore has pledged that "the first priority for net profit will be general salary improvement, and the second priority will be academic program budgets."

Please call me (ext. 1356) if you have comments or questions.